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A Page of Patriotic Verse

By California Teachers

PEACE CENTENARY HYMN

Hail to thee! All hail! 'Tis the voice of
England's millions,
Borne upon the breezes to a people, brave
and free;
Swelling to an anthem of lasting peace
and friendship;
Sweeping o'er the billows of two thousand
miles of sea.
Hail to thee! All hail! 'Tis Columbia's
voice of freedom,
Heralding the blessings of one hundred
years of peace;
Sharing Britain's hope that between two
kindred nations
War, with hate and sorrow fraught, for-
evermore shall cease.

CHORUS

Hail to thee! All hail! 'Tis the voice
of England's millions,
Sounding forth a message to their kin
beyond the sea,
Hail to thee! All hail! 'Tis Columbia's
hearty greeting,
Prophetic of that universal peace that is
to be.

M. VICTOR STAYLEY, Principal High School, Corona, Feb. 14, 1915

FLAG OF PEACE—AMERICA

TUNE—*Maryland, My Maryland*

(1)

We hail thee great,—all lands above,
Native land, America.
We shout thy praise and sing thy love,
Native land, America.
We pledge our lives, ourselves to thee,
At home, in field alike agree
To keep you true to liberty,
Native land, America.

(2)

When tyrant foe shall dare assail,
Freedom's land, America,
Our dauntless hearts shall never quail,
Freedom's land, America.
To outraged brothers' wild appeal
We answer prompt with rows of steel,
And with our blood the answer seal,
Freedom's land, America.

(3)

What Lincoln died to hold for thee,
Flag of peace—America,
We fling in triumph o'er the sea,
Flag of peace, America.
On land, on sea, across the sky,
The stripes and stars aloft shall fly,
Till round the world mankind shall cry
Flag of peace—America.

Words by G. A. BOND,
Principal High School, Santa Cruz.

Hail to thee! All hail! For a truce
among all nations
That shall stay the reeking hand that
seeks a brother's life;
Let God's voice be heard and His love
be all-triumphant,
Still in its depths for aye the world's
insensate strife.
Hail to thee! All hail! For one hundred
years of friendship;
Blessed be that bond of love, the hope
of all the world;
God increase this hundred years of peace
unto a thousand,
Till the din of conflict cease and battle-
flags be furled.

CHORUS

Hail to thee! All hail! 'Tis the voice
of England's millions,
Sounding forth a message to their kin
beyond the sea;
Hail to thee! All hail! 'Tis Columbia's
hearty greeting
Prophetic of that universal peace that is
to be.

THE WAY OUT

The school room walls oppress my eyes
I struggle hard against the weight;
The daily tasks seem irksome, chafe
My eagerness to share the fate
Of those who openly enlist
And fight to win a lasting peace.
Have I no part in Freedom's war,
No strength to aid the world's release?

The narrow rooms grow luminous
With throngs of happy folk and free.
My eyes once dimmed by doubt behold
The vision of democracy.
These boys and girls are mine to mould,
To shape unselfish lives, where Right
And Justice, Real Humanity,
Shall crush the Wrong with sterner
might.

The open way before me lies.
Then give me wisdom, power to teach
Ideals of Service, Brotherhood
And Truth to guide the life of each
I meet in class. And free my eyes
To see beyond the war's dark sway.
And then perchance like those in France
I too may speed the brighter day.

DOROTHEA M. MELDEN,
Exeter Union High School.

Editorial

Thirty-Five Maximum

ASK the average primary teacher as to her most perplexing problem. Will she answer "Poor Books"? Any series of basal texts reinforced by numerous superior supplementary books can be made effective. Will she name meager school equipment or inefficient or over-supervision or small salary as the one greatest obstacle to good work in the schools? The chances are so-many-to-one as to make the matter entirely one sided, that any teacher with over 35 pupils will tell you the most perplexing problem is that of large numbers in the class. No teacher can do justice to the children under her care where the enrollment reaches more than 35, and in far too many cases the number allotted to one teacher is allowed to soar to 45 and even 55. It is quite unbelievable but even in this Year of Grace 1918 we have heard of classes of 61.

The overcrowding of schoolrooms is a matter that cannot be easily adjusted. In many places the practice of organizing large classes has been going on for years. If the authorities should at once declare for a maximum enrollment of 35 or 40, it would mean such an increase in buildings and equipment, to say nothing of teaching force, as to call for a much larger appropriation than the people would stand for. We must reach the desired goal through education by easy stages.

Here again we are learning from armies in the field. Men cannot be handled effectively in the mass. It is short-sighted business policy, poor economy, and a crime against the child and the state, an injustice to the teacher to crowd 40 to 50 developing bits of humanity into one box-shaped room, press them down into the modern schoolroom trenches,

camouflaged under the name of seats and desks, and expect them either to develop morally or physically or to absorb any real worth while knowledge. The conservation of human materials and the making of real American citizens, demands that we teach real things in the school. Even real things can be taught only in an unreal way if the class exceeds 35. And truth and knowledge of conditions leads us to remark that even that's too many.

Change and Decay

WE HAVE from a teacher, a woman in one of our mountain counties, a letter under date of February 12 from which we quote as follows:—

"I am a country teacher and have always felt that it is very unjust when we have done good work, after being elected to teach a school, that our right to hold that position for several years is not more secure.

We are at the mercy of the trustees, many of whom are ignorant and scheming and act as though we had no rights which they are bound to respect.

They give our places to their relatives or friends and we cannot help ourselves.

The city teachers are protected in this matter. Why is it that the country teacher cannot have the same protection? Won't you try to have a law passed that will make our tenure of office more secure?"

Do the facts set forth in this letter meet the conditions in your district or any which you have heretofore experienced—you who are teaching in the valley or on the hillside or in the town of one of the 58 counties of our great commonwealth? They do? Cold comfort, you will say, that which we wrote in reply to the letter above quoted.

"It is a fact that too frequently the teacher is at the mercy of the trustees. This is one of our reasons for work

during the last few years looking toward the abolition of the district and trustee system and the substitution thereof of the County Unit. This larger unit of administration would put the rural teachers in as good a position in so far as tenure is concerned, as are the city teachers.

We worked on a tenure law two years ago but owing to war conditions and the necessity for aggressive action in other measures, this was not pushed to the limit. We have as a matter of fact, a committee in the Association, now working on this problem."

The letter from the teacher does not in any particular over-state the case. Time and again a good teacher and a needy one is side-tracked that place may be made for a relative, or friend of a prominent or influential citizen. But the worst of it is that once a piece of constructive work has been begun in a school or neighborhood, the teacher, even though willing to remain, is frequently told to move on. While sympathizing with the teacher, we sympathize still more with the boys and girls. The everlasting change in teachers is absolutely detrimental to the best interest of the pupils.

As pointed out in this magazine time and time again, there are many well meaning and efficient school trustees. There are, however, many of the other kind. The quarrel is not with the individual but with the system. Human nature is very much the same everywhere. Local pride is strong. It is quite natural that supposed favors should be bestowed upon friends or relatives or those of influence. What we need is a larger unit of administration, the centering of responsibility, and the holding of some one for results. And how can we center responsibility and hold for results unless we have the expert in authority? The district system must go, and with it the patronage now so frequently handed out, many times in the belief that "any one can teach school."

Coming Into Its Own

FOR years, little by little, the importance of teaching has come to be understood. Many there are today, however, who say that education is not yet a science or teaching an art. That teaching is an art is attested by such supreme souls as Pestalozzi and Froebel and Horace Mann and Colonel Francis W. Parker and Madame Montessori. And that education is a science has been fully demonstrated by many of our best thinkers during the two decades past. It is futile, however, to bring forward the many sentimental arguments so often used in the past as to the glory attaching to the teacher and the dignity of the profession. The following from the pen of Mr. C. H. Thurber of Boston, illustrates in striking fashion the importance of the profession today:

When will this war be won? To that question, often on our lips and always in our hearts, a distinguished Englishman has answered, "In 1935." That means, of course, that after the tumult and the shouting die, after the sacrifices have been offered on the altar of Moloch, this war will really be won by the nations that emerge from the conflict with the best assets in men and women. And these men and women are the boys and girls now in our schools.

Our country entered this world conflict with clean hands and a pure heart, if ever a nation so entered upon a war. The immediate task before us is to prevent the triumph by force of a type of government and a theory of life in which we do not believe. We are addressing ourselves loyally, unflinchingly, to this stupendous, all-engrossing task. We believe that it is of supreme importance to the future of mankind that this task be well and thoroughly accomplished, that the result will be more than worth the staggering cost.

In the background, nurturing the great reserves of humanity on which the future must be built, stand the schools, never so important, never so indispensable.

able as now. The biggest of all conservation of our boys and girls, has, in the main, been turned over to the schools. The responsibility thus placed upon them would be appalling if it were not so tremendously inspiring. It challenges every man and woman engaged in school work to higher endeavor; it forces them to draw on hitherto unknown reservoirs of enthusiasm and of strength; it brightens ideals that had been dulled by routine and it sets up new ideals of surpassing splendor. Never in the world's history could a man or woman say with nobler pride, "I am a teacher."

Every where men and women who before the war looked upon the school simply as a traditional local function, are now realizing the bigness of the school and the part played by the teacher in this World War. And if there fronts the teacher of today a tremendous and serious task, much greater and more responsible will be this task in the after-war period. No longer need the school apologize for its existence. Never again will it be necessary for teacher or school official to bow in supplication before the "powers that be" for adequate funds to finance the schools. Now indeed are the schools the one greatest concern of the state, and the development of citizenship the chiefest of all our endeavors.

Patriotic History

OUR school histories have in the past placed too much emphasis upon wars and rumors of wars; upon military campaigns; upon dates and discoveries; upon order of succession of reigning monarchs; upon political parties and chronological events in presidential administrations. Too little attention has been given to the relation of cause and consequence. History should emphasize the fundamental facts of human progress; should discuss the achievements of nations; should show how strong personalities have dominated peoples and times;

should write large the noble deeds and high aspirations, patriotic acts and unselfish devotion of those men and women through whose efforts the foundations of our country have been laid broad and deep.

The necessity for true patriotic teaching was never so clearly seen as now. In the crowding upon us of events during this world war, our thinking is likely to become confused. In the period that will follow the war, we shall see clearly the need for developing high types of citizenship. Our Americanism must be above reproach. There must be no class or social distinction based on birth, or power, or wealth. Loyalty to cause or country must be inherent in the men and women of tomorrow.

The article in this issue on "The Liberty Bell" is the first of a series intended to be used, not so much to teach the mere facts of history, as to develop a true spirit of patriotism. The record of our country's achievements during the century and a half since we developed a national spirit, is one of lofty purpose, of bold enterprise, of unparalleled human endeavor, of successful achievement.

The stories of discovery and settlement; of early colonial life; of the Revolutionary Period, and of the subsequent years of our national growth and expansion, furnish material rich in lessons well adapted to elevate and inspire. Founded as it is upon a pure and lofty patriotism, the American Republic can endure only as the men and women of the future see as clearly and act as courageously as did those who have gone before. Nothing will more certainly lead to this clear thought and courageous action than to place before the coming generation the illustrious examples of the past.

War Problems of the Schools

R. L. ASHLEY

Several weeks ago some students in a class of American History objected because the consideration of a war problem "interrupted" the regular work. Their protest led to a discussion in the class of some principles of free public school education in the United States. The discussion did not go into the subject in any real way, but it did bring out the facts that the main purpose of educating boys and girls was to make them better American citizens and that the content as well as the arrangement of courses must be improved continually. They realized that, in many high schools, the courses, the subjects treated and the methods used had changed radically in the last quarter of a century and considerably in the last five years. This brought to their attention rather clearly the fact that the "regular work" did not necessarily include the consideration of the same topics nor the use of the same methods at this time as in previous years. It emphasized particularly the desirability of developing or modifying any course or subject not only to meet, in a better way, general needs, but as special preparation for the particular requirements of any special crisis such as exists at the present time.

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EPOCH-MAKING CHANGES EFFECTED BY WARS.

EVEN the superficial study which our schools have been in the habit of making of historical events shows that wars have frequently, and in the case of great wars have always, brought epoch-making changes. The best-known example of this is the movement known as the French Revolution and the Napoleonic Wars, in which the Old Régime was destroyed in France and over a considerable area in other countries in western Europe. The changes begun or brought about in Europe during the period from 1789 to 1815 were largely social. On the other hand the changes due to our Revolutionary War were largely political. At the beginning we formed thirteen colonies separately dependent on the mother country; at the close of the struggle there was for a few years a temporary and badly organized Union, but by 1789, when the new Constitution went into effect, a Union had been completely organized. But this was not all, for the ideas underlying the Revolution led, within the late years of the 18th century, to social reforms such as religious liberty and gradual emancipation of slaves in the North, as well as the

beginnings, if only the beginnings, of real democracy. In the light of the radical changes brought about by other conflicts, it would be absurd to imagine that the present war, the greatest of all history, will leave things as they were.

OPPORTUNITY FOR CHANGES IN SCHOOLS.

These statements may seem entirely beside the point, mere digressions, but they tend to show that in periods like the present, civic organizations and institutions are often changed rapidly. The question immediately arises: is our system of education one of the institutions which is likely to change? If so, why? If not, why not? Strange as it may seem, the need of change because of the war, and the actual transformation likely to be effected in the next two or three years does not depend very much upon whether the school system is obsolete, or whether it is up-to-date. *It does depend greatly upon whether the school system is intended to be and therefore is an INTEGRAL PART of our CIVIC ORGANIZATION.* What ever may be the purpose of schools in countries like Germany, Austria, or even Great Britain, there can not be the slightest question that the free public school system of the United States should be the

foundation of the democratic organization of the American people. If it has not been that in the past, it has failed to do the greatest work it might have accomplished. If it has not been doing its necessary work of preparing students to fill their proper place as American citizens in ordinary times, it cannot be expected to adapt itself easily to the new needs and problems of the present crisis. Whatever may have been our educational shortcomings in the past, I believe we will agree that the schools should not be found wanting in carrying out the useful and necessary work which they and they alone can do at the present time and in preparation for the future. If there was need before 1914 of more drastic and complete reorganization of our schools than we were willing to make, or did make, this war crisis gives us opportunity, not simply to reorganize the schools upon the new general basis which was desirable before the outbreak of the Great War, but to make such additional changes as would make the schools a real part of the war reorganization movement of the American government and people.

It will be impossible in a short paper to indicate many of the changes which should be made. In fact the writer disclaims any knowledge of the form which most of the reorganization should take. He does believe thoroughly, however, that the first thing is to understand the general problem of making our schools a real and more valuable part of the whole civic organization,¹ and the second to understand the new opportunity which comes to teachers at the present time.

GENERAL REORGANIZATION ILLUSTRATED BY THE SOCIAL SCIENCES

Since the whole field of the social sciences has been worked over rather carefully the last ten years in order to meet

that first need, a few references to the nature of the reorganization in that department may illustrate the high school problem in general. In response to a demand for a more practical and therefore more valuable teaching of history and other social sciences, there has been a complete change in the proportion of time given to ancient and modern history; and many other social sciences have been introduced into the curriculum. Whereas formerly the nineteenth century in Europe was examined hurriedly at the end of a year's work, it is now studied carefully for at least three months. The present war shows the desirability of this change infinitely more than it was ever emphasized before, because Europe is no longer a continent apart, as it may have seemed until two years ago, but it exists in the very closest relations, as enemy or war associate, with the American nation. The change in the high school course in European history has not been one solely of proportions. It has been even more one of content. We must admit that we have not gone very far toward the "socialization" of history, but we are making history less a narrative of wars and of the doings of governments, and more a study of how modern civilization developed, and of what peoples at different times tried to do, and how they lived.

To an American citizen even the knowledge of these very great or very recent Old World changes is indirect and therefore not necessarily of the highest value unless that knowledge helps to explain American organization and problems today, subjects which should be understood after a course in American History and Civics. This must not be the old course in battles and events of administrations, supplemented by the memorizing of phrases in the Constitution and lists of duties performed by public officials; it must deal with American development,

¹See Ashley, *The New Civics*, chapter IV, §§ 24, 242.

with actual governmental work, and with live civic problems. Moreover, unless the methods used are superior to those employed with the older type of courses, there has been little gain from the reorganization, except that which has come from the greater interest of the pupils.

SOME POSSIBLE IMPROVEMENTS— OLD AND NEW.

In the reorganization of our school system either for general betterment or for special war needs, the first problem which we must consider is the main object to be achieved, a problem which we need not treat further in this article. The second should be a careful study of our present organization, courses, and methods to see whether any or all of them lead in any real way toward the accomplishment of that main purpose. The intermediate school, for example, is a rather successful attempt to bridge the old gap between the grammar school and the high school, with its excessive mortality to students. It is safe to say that the intermediate school has come to stay. It is also safe to say that the intermediate school has not yet learned how to work out its specific problems, whether they deal with the best way to arrange courses or the best methods to be used. Near the very beginning of the new reorganization—simply a continuation of the process on which we have been working for years—we must prepare for further and more radical elimination of dead-wood subjects and of dead-wood material in live subjects.

Work has already been done which makes of arithmetic today an infinitely saner and more practical subject than it was a quarter of a century ago, but at present our course in arithmetic is certainly in need of radical treatment, a great deal of which is pure elimination. We can shorten and simplify that course still further, and with profit.

To substitute a new subject for an old is undesirable unless the new subject is more live, more interesting and has greater educational value; it may be highly injurious. The old subject has passed the experimental stage. To be sure it may have reached the cut-and-dried stage in which it has few life-giving properties. If we substitute something which we deem to be practical in place of something that is disciplinary or theoretical, we may find that years elapse before we can work out for the new subject good *methods* of study or presentation, and it will require a long time to develop *standards* by which either the teachers can measure the work of the pupil or the student can judge his own preparation and success. On the other hand, if a subject is practical and closely related either to the life of the individual or that of the whole body politic, it is likely to create enthusiasm and to leave with the student a content of knowledge, a desire to carry his work farther, and a new ability to do difficult work far more easily. If these new courses, or new interesting studies of war problems related to older courses, arouse more interest, they may give a better preparation than ever before and lead to more *efficiency*, in many ways the real test of success.

REORGANIZATION AS A QUASI-WAR MEASURE.

In conclusion, it might be said that the war problem of the schools is to furnish a better foundation for American success during the war and after. Surely we need to reorganize a system that has sent to Washington in the last six months tens of thousands of young people unprepared to do anything well. It is too late for us to give a better preparation to those who have left us; it is not too late to use every means in our power to retain students as long as possible, to give them better preparation for life in general and

for war needs and after-war needs in particular. We must study our educational system more carefully; we must decide what its defects are, and how they may be remedied. Certain of them of course are inherent in our American temperament and system. Compared with European schools and compared with such an organization as the new American army, we find that our discipline is lax and that we fail in thoroughness. If our American soldiers were to attack the enemy in ignorance of that enemy's location, numbers, position, equipment, and tactics, the way would be paved for failure; yet we school-men are guilty of carelessness and indifference, in our lack of comprehension of similar problems which we need to solve. If our school children were soldiers at the front and were as unprepared as they often are from day to day in the class room, their lives would be forfeit. We notice how the opposing armies have constantly been developing in the last

three years and a half new and more effective methods of warfare. Often the new methods have been counteracted within a very short time by changes more effective and deadly in the tactics of the opponent. In order to do our best must we have within hailing distance the dangerous competition of some foreign enemy? Is there any good reason why we school-teachers, because we are not called to the line of battle or organized into a great body known as some branch of the national army or service, should fail to do our duty by our country in working out educational problems? To us is entrusted the greatest task of all in laying a new and better foundation for the future American nation, a task which may or may not have any direct effect in winning the war but which will result in bringing to the nation the only real victory, that of continued development and direct success, and which may make our school system the greatest educational force in the world today.

How Can We Teach Citizenship?

P. F. VALENTINE

Principal of Training School, Fresno State Normal.

OUT of the present world welter must come a new birth of citizenship. We are all conscious of this, and from every side arises the demand that the teachers get busy upon the ground floor of the citizen factory. The teachers themselves join in the chorus, and exhort each other upon the subject. We have yet to discover, however, a complete and satisfying program—a practical, workable plan—which the schools can consistently follow with a feeling of sureness that the work is both sound and entire.

So far as the writer has been able to discover, the various proposed schemes for the teaching of civics or citizenship have all been insufficient in that they have

each placed emphasis upon some particular phase of the problem, while eluding or completely ignoring other necessary phases.

The commonest conception, or rather misconception, is that citizenship is simply a matter of knowledge and understanding. Certain elaborate programs have been submitted outlining topics taken from community life, such as public charities, transportation, wealth, public health, *et cetera*, with subdivisions, references, problems and the usual formal appendages to aid research and recitation. Or perhaps the suggested course takes a more idealistic turn, and groups its topics under such heads as "beauty," "justice," "efficiency,"

"co-operation," and what not. In either case the obvious inference is that the strained and artificial process of the recitation, created and perpetrated with malice aforethought, will quicken the noble impulses and inspire to true citizenship.

But you cannot impel the slumbering spirit through schoolish processes any more than you can make a live horse out of dead meat. This has been frequently recognized (*vide* certain government bulletins), and "enlightened self interest" has been proclaimed as the miraculous desideratum. The fact is, self interest dominates love of country as it dominates love of woman—that is, not at all. This does not mean that the classroom study of civic topics has no place in the imparting of citizenship. It simply means that the method is not the all in all. There may possibly be times when the stirring influence of an exceptional recitation works downward into the emotional depths where the moral fires are banked. The cumulative effect of first-class recitative work may be to generate a submerged glow. But the only constant value of the topical recitation is that through it may be imparted more or less cold knowledge and understanding.

Realizing the insufficiency of the preceding method, some teachers have introduced a radical departure by adding to the recitative process a sort of laboratory study of neighboring social and governmental activities. They direct their pupils in a "survey" of local charities, health, fire and police administration, and legislative, executive and judicial functions. Upon each investigation they retire to the classroom and proceed to reconstruct the government. This may be recommended as a valuable adjunct to high school civics; but in the eighth grade it is bound to be imitative, naive and trivial for the simple reason that children lack the worldly

experience necessary for intelligent constructive criticism. Moderately and judicially handled, however, the plan can be recommended as a stimulant to interest—that is, if it is undertaken with the idea of observation and study, and with no notion of childish statesmanship.

SCHOOL PROJECT PLAN.

No doubt the sanest distinct proposal for imparting citizenship is the school project idea. According to this plan, the pupils undertake various common activities that involve the principles of good civic conduct. The most familiar work along this line is the agricultural club movement, although this is too seldom utilized for its civic advantages. We also have sporadic instances of junior civic clubs, school garden clubs, city beautiful clubs and various similar organizations. The Boy Scouts, Naval and Marine Scouts and Junior Red Cross are striking examples of a like character. Such activities as these, when enthusiastically carried out, offer a magnificent training ground for citizenship. They provide incentive, they stimulate the emotional nature, and, what is of vast importance, they offer the opportunity to practice what is generally only preached.

Criticism lies, first in the fact that these activities usually include too small a proportion of the pupils. Secondly, their scope and variety are, in probably all cases, too limited. Citizenship involves so wide a range of attitudes, comprehensions and lines of activity that it cannot safely be made to depend upon any restricted enterprise. Of course, the wise teacher will realize this, and will correlate the project work with a broad and intensive classroom activity, using the project as a point of departure for the wider study of community life and individual responsibility. When this is done we have an excellent,

but by no means ultimate, type of citizenship teaching.

CITIZENSHIP DEFINED.

If the foregoing has been largely destructive, it has only been for the purpose of emphasizing the manifold nature of citizenship as a subject for school consideration. Manifold is the word, but that need not mean that it is complex. For the purpose of simplification, the writer would like to propose a definition of good citizenship in its essential character. Is it not merely right feeling, right thinking and right action in community life? Consider my definition, and if you agree with me I think you will also agree with what I am about to propose, by brief suggestion, as a rational plan for the imparting of citizenship in the elementary grades of the public schools.

Right feeling. This is the emotional element, the spiritual sub-soil out of which all good citizenship must grow. It is fundamental; the very essence of patriotism. Without it the thought of citizenship is absurd. We must accept this primary fact that citizenship is, in its ultimate nature, a sentiment. And you cannot *teach* a sentiment. You cannot impart it by the formalistic process of the recitation.

IMPORTANCE OF MOTIVATION.

How, then, is it to be realized? There is no royal road, but I venture to assert that we *can* motivate the raw emotional life. Let us begin at the first grade and carry our efforts straight through. Let us employ music and song, poetry and art, precept and pledge, fiction, anecdote and biography. Let us fittingly honor the flag and fervently celebrate the holidays. The first justification for elementary history and literature should be patriotism. School-room dramatics has never yet, to the writer's knowledge, been consistently utilized for patriotic purposes; and yet there is no device more effective in liberating

the emotional elements of child nature. All that we need here is a prolonged and unified program, specific and progressive, that will stretch through all the grades. Haphazard devices, or dependence upon sporadic enthusiasm, will not do. The work must, in detail, be embraced in the course of study. Let this be intelligently prescribed and devotedly practiced, and we can depend upon it that the schools are doing the most that is in their power to fertilize and stir into positive forces the spiritual potentials of citizenship.

But the emotional motive power must be directed. To stimulate it and then to allow it to dissipate would be an abuse. It would be like generating electricity and shooting it into the wide earth. Along with imparting right feeling we have first got to teach right thinking. This is where the recitation finds its place, and it is here that the need of a good textbook arises. The situations in civic life that demand intelligence, with right feeling behind it, are real and concrete. The class work, then, must be real and concrete. It must deal with our civic life as it is—its actual conditions and problems. The teacher must undertake these conditions and problems, and must guide the class into that conclusive thinking which our democracy accepts as right. It may be argued that democracy itself is not agreed as to what is right, and that may frequently be true in questions of practice; but there is a fund of principles that is practically constant.

This classroom work, with its object of right-thinking citizenship, should come in the seventh and eighth grades. Its medium should be an inductive textbook written in the spirit of social realism. Its agent should be a teacher who comprehends the significance of her work and who bears no relationship to the question-and-answer time server.

RIGHT ACTION ESSENTIAL.

Now, if our course embraces the motives of right feeling and right thinking, it has yet to consider the problem of right action. Citizenship cannot be preserved and put away to be opened up at some future season of adulthood. It has got to be carried right into practice in school life. Here lies the most difficult, and yet he most alluring, phase of the entire program. Its successful realization unquestionably lies in the field of school project work. It can only be through the active co-operation in constructive civic designs that the attitudes essential to good citizenship can become habituated. Only in practice can the qualities of self control, individual responsibility and co-ordinate action be established.

CLUB WORK EVALUATED.

But school project work must here be taken to have a broader meaning than is commonly imputed to it. For the school simply to carry on with some unique club plan is not sufficient unless it is continuous, wide in its scope and inclusive of all the pupils in the two upper grades. It must be voluntary and not imposed; it must be

serious instead of spectacular; it must not be isolated but must be elaborated through class discussion upon all its civic aspects.

Club work of this kind will require expert leadership with great patience and enthusiasm—qualities which we have already mobilized in our excellent corps of agricultural club leaders and vocational workers. But it is not only along agricultural and vocational lines that project work must and will be undertaken. There are great possibilities in civic and social service, discipline, playgrounds, athletics and organizations. All this may sound impossible when we consider the crowded curricula and the busy hours of school people. But the "schools of tomorrow" are almost with us, and are demanding modes of practical expression in other subjects than civics—modes of expression that imitate or involve the practical problems of life. Not far ahead we can see a reorganization of the schools where the formalistic processes of the classroom will largely give way to a socialization in which the problem of applied civics will in great measure take care of itself.

In the meantime the work of creating citizens is upon us. Are we ready for it?

Consolidation of Schools

GEORGE SCHULTZBERG

County Superintendent of Schools, Salinas.

TO discuss fully the subject of Consolidation of Schools, giving the history of the movement, statistics, comparative results, objections to, reasons for, etc., would require the compass of a book. I simply wish to submit herewith a few capsules for rapid consumption.

DATA OF OTHER STATES NOT USABLE.

The data and experience of other states on Consolidation are a guide to us in California only to a limited degree. Our conditions are radically different in many respects. Our standards of salary are

different. In other states, school transportation is almost entirely by horse-drawn vehicles, which would not be tolerated here. School moneys are raised in a different manner. In other states the High Schools are often combined with the elementary in the statistics given, which throws their data entirely out of gear for our use.

LITTLE CALIFORNIA DATA.

There are but a few consolidations in California (30, perhaps) and of these many are Union Schools only in name, not hav-

ing the distinctive feature of a "real" consolidation, namely, transportation of pupils. There is little or no California data on the subject and furthermore it seems to be nobody's business to gather data.

SEVERAL TYPES OF CONSOLIDATION.

Each individual consolidation seems to be a unique institution. But perhaps we can group consolidation into four types.

Type A. Two one-teacher schools combined. This is not ordinarily recommended if the pupils must be transported because if both teachers are retained, transportation would be too much of an added expense. If but one teacher is engaged, the school would not increase in efficiency.

Type B. Three or more one-teacher or two-teacher schools combined.

Type C. One or more one-teacher or two-teacher schools combined with a village school.

Type D. One or more small schools combined with a town or city school system.

MANY VARIETIES OF CO-OPERATION.

There are other phases of consolidation. Schools may unionize to the extent of employing the same supervising principal, or the same special teachers. Certain classes as those in Domestic Science and Manual Training may be taken once a week to a center having the equipment. Upper grades of a group of schools may be transported to a central Union School. A Junior High School may be formed in a group of small schools. The first year or two of high school work may be given in Branch High Schools established at convenient points under the jurisdiction of the Union High School. In fact there are a great many varieties and degrees of unionization. After all, this is but another name for co-operation. The law now allows many of these varieties and

should be made so flexible that any kind of co-operation would be legal.

CONSOLIDATION WHERE FEASIBLE.

The test of the feasibility of a proposed consolidation may be stated thus: Can all the pupils in the Union living beyond a mile or a mile and a half of the proposed site be transported to school in not more than 50 minutes at a cost not greater than the school can afford after allowing the addition of a special tax of ten to twenty cents on the hundred assessed valuation? It must be remembered that "distance" is not a factor; "time" is the determinant. Automobile buses and roads have so greatly improved in the past five years that proposed consolidations which were not feasible then are now practical.

INTERJECTED EXCLAMATION!

Why? All over California we see splendidly equipped school systems in many of our larger and smaller towns, and within fifteen minutes radius by automobile over good roads, are usually several one-teacher or two-teacher schools often as poorly equipped in buildings, play facilities, special subjects and teacher ability as are the schools in the most remote districts. When will school authorities realize that we have passed through the "horse age" well into the "gasoline age"?

THE LAW SHOULD BE MODIFIED.

California has a "good" law on Union Schools, and with a few slight changes the law would be excellent. As it now stands, all districts are given equal representation on the Union board of Trustees. This is not fair to the larger districts in the Type C and Type B unions as given above. The compulsory school attendance law compels the attendance of children within two miles of the building. This should be modified so that children within a certain distance of the transpor-

tation route (say one-half mile) could be compelled to attend.

Consolidation often means new buildings. The law now provides that the districts in the Union be bonded as if one unit. This system is usually just, but it is not always so. A provision should be made allowing the districts that contemplate forming a Union to make their own agreement as to bonds, etc. Perhaps there are constitutional obstacles, however.

The law on School Libraries should be modified to meet Union School conditions.

OBJECTIONS TO CONSOLIDATION.

There are, in my opinion, no valid objections to consolidation, as such, but there may be valid objections to certain proposed consolidations on account of local conditions. As in all questions concerning schools, it is difficult (especially in an argument) always to keep clearly in the foreground the obvious truth that the school exists solely for the benefit of the child. Hence:—

It is not a valid objection to say that some teachers will lose their positions through consolidation. It is not a valid objection (if it were true) that property valuation will decrease if the local school is discontinued; or to point out the inconvenience it may cause one or two children without due consideration of all the children concerned; or to quote the dangers of transportation without taking into account the dangers that now beset children going to school.

OBSTACLES TO CONSOLIDATION.

There are several serious obstacles to the progress of the consolidation movement:

1. The organization of schools by districts, which fosters local jealousy and false local pride. The truth is becoming universally diffused that the district must give up its traditional grip upon the

school; that education is the business of the nation and the state and of the county under the state. It is argued with considerable force that the district formation is needed "to preserve the spirit of democracy." But here again the argument loses sight of the only factor with which schools are concerned, namely, children.

2. Inertia of the County Superintendent:—'tis politically unwise.

3. Conservatism of rural folk; not a bad thing in itself. Deep rooted sentiment toward the little, red schoolhouse on the hill; scene of my childhood, etc.

4. Lack of data.

5. Certain kinks in the law.

ACCELERATING THE MOVEMENT.

1. Consolidation may be accelerated by interested parties—superintendent, trustees, parent-teacher association, civic bodies, teachers or individuals, by proposing certain definite consolidations in their vicinities, weathering the storm of protest sure to arise and gradually helping the idea to grow until the time seems opportune for a vote on the question.

2. By improving the law as stated above.

3. By collection and distribution of California data on the subject.

4. By the reorganization of our school system into larger units of administration.

5. By surveys of County Educational Systems.

6. By direct State or Federal (or both) financial bonuses.

7. By universal recognition of the fact which this war brings into such bold relief, that the education of youth is not an individual nor a "district" affair but the most vital business of the state and the nation.

SOME ADVANTAGES.

1. The teacher will have fewer grades, fewer recitations, hence can do better work.
2. The teacher will receive a better salary, hence better teachers.
3. There will be fewer changes in the teaching force.
4. More supervision.
5. Longer school term and better attendance.
6. Equal distribution of taxes.
7. Advantage of special teachers—Manual Training, Domestic Science, Agriculture, Supervised Play, Drawing, Music, etc.
8. Better school plant and equipment; playground with better apparatus; victrolas; pianos; running water; proper lighting and ventilation; libraries.
9. Inspiration comes from many in the same class.
10. Larger community life; vivifying community spirit.
11. Lessons in Co-operation.
12. Children will attend school longer; go to High School.
13. Delivered safely—dry shod to their homes; free transportation.
14. Better course of study.
15. High School facilities (Branch High).
16. Schoolhouse a social center.
17. Increased value of real estate.
18. The "lonesome boy" eliminated.
19. A real rural school equal to city schools.

TRANSPORTATION DATA—ONE BUS, FOUR MONTHS.

Reported by Mr. James G. Force, principal of Soledad Union School, Monterey County.*

Daily round trip, 15.8 miles.

Number of pupils transported daily, 17.
Ford chassis, special body built by Meister and Sons Company, Sacramento.

The driver is one of the teachers. She boards out in the district from which the children are transported.

Expenditure.

Cost of System.

1 Meister & Sons Co. School Bus, Type No. 1, delivered at school.....	\$719.50	
185 gals. Gasoline @ 20.8c per gal.	\$ 38.54	
5½ gals. oil	4.20	
5 lbs. cup grease.....	1.00	
Bus license, 1 year.....	4.40	
Remodeled barn for garage.....	8.28	
Insurance policy on bus.....	15.00	
Wire, 6 dry cells and installation	3.35	
Fan belt, 50c, tire changes 90c....	1.40	
1 tire rack	4.00	
Advertising for bids.....	7.50	
Garage in country district.....	14.18	
1 gas tank \$3.75, gauge \$1.....	4.75	
	<hr/>	
	\$106.60	106.60
Total paid.....		\$826.10

Inventory.

Bus	\$719.50	
70 gals. gasoline.....	14.56	
4 gals oil	3.15	
4 lbs. cup grease.....	.80	
Garage	8.28	
Insurance policy	7.50	
Dry cells installation	3.35	
Tire rack \$4, fan belt 50c.....	4.50	
Garage in country district.....	14.18	
1 gas tank \$3.75, gauge \$1.....	4.75	
	<hr/>	
Total	\$780.57	\$780.57
Net expenses		\$ 45.53
Adding salary of the teacher 4 months at \$15 per month.....		60.00
		<hr/>
		\$105.53

Actual net expenses for transporting 17 pupils for 4 months. This is \$26.38 per month or \$1.55 per pupil per month, or 7¼c per pupil per day.

Depreciation (an important factor) not included.

Arithmetic

A. W. PLUMMER

Principal Twenty-eighth Street School, Los Angeles.

The following suggested outline for simplifying the work in arithmetic is not theoretical; it is real. It relieves the teacher of much of the drudgery of making examples, examples, examples, and then reviewing papers by the score.

Counting forward and backward, adding, subtracting, multiplying and dividing should be developed by the use of objects. All the combinations and divisions, involving addition, subtraction, multiplication tables, and division, within the limits of the multiplication tables, can be developed by the use of objects,—children, fingers, eyes, ears, feet of desk etc., that are in all school rooms.

In teaching the combination of two numbers, also teach the division, subtraction; as, 3 boys and 2 boys are 5 boys; 2 boys and 3 boys are 5 boys; 3 boys taken from 5 boys leaves 2 boys; 2 boys taken from 5 boys leaves 3 boys. Let pupils give many similar illustrations. Express upon the board each step; as 3 boys + 2 boys = 5 boys, etc.

Repeat this the next day and take another combination. If the pupils can learn one each day and retain it, in a few weeks, they will have learned the 45 combinations. (After learned, forget the word combination.)

Show multiplication and division by groups, then do all that should be done with the two numbers used; as 2 times 3 is 6; 3 times 2 is 6; (are, if you prefer), 6 divided by 2 gives 3; 6 divided by 3 gives 2; $\frac{1}{3}$ of 6 is 2; $\frac{1}{2}$ of 6 is 3. Easy for 2nd grade.

After the combinations and tables have been learned, pupils may be taught to make and prove (check) their own examples. This is the opportunity for the teacher to gain time and the pupils to

gain work, and work that is pleasing to themselves.

Illustration of examples for addition and subtraction:—

236
457
289
643
1625
643
982
289
693
457
236
236

The pupils add and then subtract each addend in succession. The only probable chance for "cheating" is in the last subtraction. How foolish is a child who tries to cheat himself.

For multiplication and division, select a number for the multiplicand and several multipliers, to be used in succession.

Divide the last product by the first multiplier, then follow in succession with each multiplier used as a divisor; as 237 multiplied by 2, 3, 4, and proved (checked up.)

237
2
474
3
1422
4
2 | 5688
3 | 2844
4 | 948
237

The only chance for "cheating" is in the last division. In either of these forms, the examples should be adapted to the grades using them. They are good for 3rd grade up. Children make and work as many examples as they can in the time given. They delight in making and working their own examples even out of regular school hours. Try it.

This is individual work and no one is held back by another. Decimals and fractions may be treated in the same manner.

ANALYSIS.

All problems can be solved by one of the following five forms of analysis, or by a combination of two or more of them.

A. A loaf of bread costs 13 cents and a pint of milk costs 6 cents.

What do they both cost?

They cost the sum of 13c and 6c or 19c

- B. If the bread and milk cost 19c and the bread costs 13c, what does the milk cost? The milk costs the difference between 19c and 13c, or 6c.
- C. If one pound of steak costs 35c, what do 2 pounds cost? Two pounds cost 2 times 35c or 70c.
- D. If 2 pounds of steak cost 70c, how much does 1 pound cost? One pound costs as many cents as 2 is contained times in 70, or 35c.
- E. If steak costs 35c a pound, how many pounds can be bought with 70c? As many pounds can be bought as 35 is contained times in 70, or 2 pounds. (The language of the analysis may be changed, but keep it concise).

The five forms may be expressed in these formulas:

$Ad + Ad = Sum.$ $13 + 6 = 19$; (Sum) Min.
 $- Sub. = Rem.,$ $19 - 13 = 6$; $Mr. \times Md. = Pd.,$
 $2 \times 35 = 70$; $Pd. \div Md. = Mr.,$ $70 \div 2 = 35$;
 $Pd. \div Md. = Mr.,$ $70 \div 35 = 2$.

Quantity (no.) price (cost of one), and cost (of all) correspond to Mr., Md., and Pd.

The mechanics of numbers, including integers, decimals and fractions, and these five forms of analysis unlock everything in arithmetic except the language. The solution of new problems made from the originals; as, in B, D and E, give a check upon the work.

Children should make the problems B, D and E.

Observations on Language Teaching in the Grades

(Occasioned by an Examination of the new State Series of Language Texts entitled "Studies in English").

A. J. CLOUD

Deputy Superintendent of Schools, San Francisco.

It must be a much more difficult matter to "English the young" than people thought it was twenty or thirty years ago. If we turn to the lay-world, we find that the product of our English teaching is roundly and almost universally condemned; and, if we turn to our own ranks for a crumb of comfort, we may easily locate those persons who agree with Superintendent Pearson of Ohio when he says, "If I only knew how to teach English, I'd have far more confidence in my school-mastering."

Realizing the situation, many teachers and organizations of teachers have been for some time past and now are making more searching inquiries than ever before into the problem of language teaching. As a result they have begun to gain clearer ideas of the fundamental principles involved in the theory and practice of language teaching.

In thinking over the application of some of these principles to language teaching in the grades, I decided to examine carefully the recently adopted State Series of Language Texts which is to be introduced into the schools of the State within the next few weeks. It would appear desirable for the elementary teachers of California to become acquainted with the broad lines of treatment of the subject by these texts, in advance of their actual use, if effective results in teaching from them are to be secured. This article will, therefore, deal in the constructive spirit above indicated with a few of the main features of this new State Series.

The first position to note in this newer movement in language teaching (oral and written) is the insistence upon the development of power in the pupil,—power to organize his own thinking and to give it appropriate and effective utterance. The

test of success in the teaching of language is whether or not the pupil is master of himself; able to say well what is in him to say. This is a radical departure from the older conception that the chief aim in language teaching was that of establishing control over the mechanics of composition—capital letters, punctuation, paragraph, indentation, etc. While the forms of the language are recognized as being important, yet they are now more clearly seen to be only aids to the acquisition of power over language, and hence are relegated in the teaching process to a position of subordinate influence.

The authors of the new State Series have quite evidently planned their texts in harmony with this fundamental tenet that independent and spontaneous thought-expression is the primary goal of language instruction in the grades. Teachers in preparing to use these texts should acquaint themselves fully with this point of view of the authors as a prerequisite to substantial classroom achievement.

The insistence upon "thought-expression" among modern teachers of English carries with it the corollary that the only way one may learn to express himself is by having the opportunity for expression. "We learn to do by doing" is the old motto, now perhaps to be modified by the condition that the "doing" be done by ourselves and not by other folks. Skill has been defined as "efficiency in doing." It grows out of constant practice, though not through blind or indiscriminate repetition; it feeds upon well-selected models. So to train the pupils in the power of intelligent expression, we should have his mind constantly impressed with models of English of a superior kind.

The new State Series contains a copious supply of exercises intended to encourage such self-development. To a notable degree the material is chosen from the personal experiences of children, thus afford-

ing an incentive to individual effort in composition. The selections from literature, the pictures and drawings, are well adapted to the purpose of arousing latent language possibilities that may be utilized to great advantage in real language teaching.

To speak of the subject of language without at least paying one's respects to grammar would be unpardonable. Grammar has, however, certainly had its fair share of attention in the discussions of recent years. The old theory that huge loads of formal grammar would produce a race skilled in the use of good English has passed away. We now recognize that grammar is essentially a logical or analytical study; hence that it is to be begun relatively late, when the mind has become somewhat mature.

The new State Series wisely separates the composition and grammar courses though the two are to be pursued concurrently. No formal grammar is introduced below the seventh grade except such terminology as the pupil absolutely needs in composition. Grammar is, therefore, to be the handmaid of "expression," and has found its proper location, for this means that "Grammar leads to thought."

Finally, may I add that it would be worth any teacher's while to read Brown's "How the French Boy Learns to Write," to test the results we obtain in language work in our schools with those obtained in a country wherein the natives know their own language thoroughly and well?

Agriculture Clubs in California, an exceedingly valuable bulletin, comes from the College of Agriculture at Berkeley, prepared by Professor B. H. Crocheron. This is one of the most usable bulletins for school and home purposes that has yet been issued in California. It is well illustrated and shows what is being done throughout the state.

The Honor Roll

We are publishing this month a list of those school men in the State who have entered the service of their country. Some weeks ago we addressed every County and City Superintendent and Normal School President, asking the names of the men in their corps who had gone out, the teaching position occupied and the branch of the service entered. A second request was sent all those not replying. Responses have been received for 26 Counties and 20 Cities and 3 Normal Schools. This information is given below wherever it was included in the lists sent. The names listed do, of course, not cover the entire number of teachers for the State who have entered service. Additional names will be gladly received, or corrections noted.

Several lists submitted contained the names of women teachers in the service. If a complete list of these is obtainable, we shall publish a second Honor Roll. Superintendents, Principals and others are requested to send such information as is available. (Editor)

NAME.	SCHOOL POSITION.	ASSIGNMENT IN SERVICE
Allen, Howard D.	Los Angeles City.	Aviation
Alvas, Manning	Alameda County.	National Army
Andrews, Edmund	Amador County.	Unknown
Anderson, Carl	Corning Grammar School.	Unknown
Bartu, Mylo	Los Angeles City.	National Army
Batkin, Paul J.	Pasadena City.	Private Co. A, 364th Inf., American Lake
Beach, Everett C.	Supervisor Los Angeles City.	Physical Training
Blair, H. H.	M. Tr., Vallejo Intermediate.	Hq. Co. 146, U. S. Field
Blanchard, Alfred	Ft. Yuma School.	Q. M. C., Camp Merritt, N. J.
Blankenship, Fred M.	Head Com. Dept. Santa Cruz.	National Army, Camp Lewis
Blesse, C. H.	Physical Training, Fremont, Oakland.	2nd Lt. Aviation Dept. Sig. Corps,
Bougher, Ernest W.	Agriculture, King City.	Vancouver Barracks, Wash.
Boyd, W. H.	Richmond.	Y. M. C. A. Work
Boyle, Clifton L.	Prin. Greenwood School, Mendocino County.	Unknown
Brauer, R. E.	North Sacramento.	Naval Reserve
Bristow, Elmer	Prin. Hamonton School, Yuba County.	Unknown
Bristow, John	Yuba County.	Unknown
Britton, Louis H.	Prin. Morgan Hill High School.	Medical Reserve
Brunton, Delbert	Prin. Orange H. S.	1st Lt. and Adj. 5th Rgt. N. G. C.
Burleson, C. R.	M. Tr. Oroville.	Captain, American Lake
Burris, Eugene	Prin. Caspar School, Mendocino Co.	Signal Corps, Waco, Tex.
Burum, R. G.	History, Oakland Technical H. S.	Ordinance Detachment
Carmichael, Eugene F.	M. Tr., Hamilton Intermediate, S. F.	Student Camp McArthur
Carty, Henry J.	Manual Training, Alameda City.	Aviation School
Case, John R.	Agriculture and Athletics, San Jose.	Aviation, Kelly Field, Tex.
Caya, O. Howard	Prin Portola, Grammar School.	Dir. Ph. Edu. Camp Kearny
Chessall, Wm.	Hopland H. S.	1st Private Co. I, 159th Inf.,
Chourre, Emile	Alameda City.	Camp Kearny
Close, O. H.	Prin. Fair Oaks.	Aviation in Navy Dept., San Diego
Compton, Ray	Elementary School, Riverside.	Unknown
Cook, E. I.	Oroville H. S.	Co. E. 117th Eng., A. E. F.
Costar, Lloyd	Agriculture Chico H. S.	Lieut. Co. I, 159th Inf. Camp Kearny
Coupe, Chas.	Yuba County.	School of Aviation, Berkeley
Cox, E. Lester	Commercial H. S., Imperial.	Unknown
Craig, Harry L.	Los Angeles City.	Unknown
Craven, A. H.	Lowell H. S., San Francisco.	National Army
Cronkite, Clarence E.	Attendance Officer, Los Angeles City.	2nd Lieut, Coast Artillery
Crook, E. E.	Prin Berryessa Elemtary S., Santa Clara County.	Officers' Res. Corps
Cullimore, Clarence L.	Mech. Drawing, H. S., Bakersfield.	Unknown
Cummings, E. J.	Lowell H. S., San Francisco.	F Co., 364th Inf. Camp Lewis
Curnutt, J. M.	Los Angeles City.	Student Aviation Corps
Cuthbertson, G. W.	Humboldt Evening H. S., San Francisco.	National Army
Dahlgren, Lawrence.	M. Tr., Riverside.	Lieut. U. S. Navy
Daniels, Arthur H.	Mathmatics, So. Jr. H. S., Pomona.	Unknown
Daugherty, Francis L.	Los Angeles City.	U. S. Navy Radio Training
Deaver, Charles E.	Santa Ana City.	Class, Harvard Univ.
DeGroot, Edward	Physical Edu. and Playground Director, San Francisco.	Physical Training
Deere, Gilbert D.	History Dept. H. S., San Diego.	Lieutenant
Derby, Jesse R.	Los Angeles City.	U. S. A., Athletic Dept.
Detrick, H. L.	Los Angeles City.	Aviation, Non-Flying Sec.
Dickinson, Raymond S.	Long Beach H. S.	National Army
Dodd, J. M.	Gilroy Schools.	Captain Engineering Corps
		Mechanical Dept. Aviation
		National Army

NAME.	SCHOOL POSITION.	ASSIGNMENT IN SERVICE
Donnell, Lowell S.	Los Angeles City	Artillery
Doxsee, Wilbur H.	Williams H. S.	Engineer, American Lake
Dutton, Earl T.	Los Angeles City	Engineers
Eich, Warren	Yuba County	Aviation
Ellington, W. B.	Alameda County Schools	Engineers' Corps
Emery, Frank	M. Tr. State Normal, San Diego	National Army, Camp Lewis
Enyeart, Buel F.	Prin. Calipatria, Imperial Co.	Sergeant, Medical Corps
Fellows, Lloyd W.	Los Angeles City	Enlisted
Felton, Gay W.	Los Angeles City	Staff School Camp Lewis
Fickes, George A.	Vice-Prin. Vallejo Intermed. S.	Co. D, 146 Mg. Bn., 41 Div.
Frasher, R. L.	Los Angeles City	Unknown
Frost, Charles M.	Tech. Dept. H. S., San Diego	Capt. and Inst. Field Artillery, Ft. Monroe, Va.
Frost, Cyril	Prin. Fellows Grammar School	Grizzlies, Tanferan
Glenn, C. L.	Los Angeles City	Physical Training
Golway, R. E.	Prin. Gridley Grammar S.	Training in Jacksonville, Fla.
Goodwin, Ralph T.	Los Angeles City	Enlisted
Gordon	Farley Dist., Mendocino Co.	
Goulet, Frank X.	Los Angeles City	O. T. C., Presidio, San Francisco
Grant, Robert	Monterey County	Sergeant Marines
Gray, Tone R.	Humboldt Evening H. S., S. F.	Ensign Naval Auxiliary Service
Greenup, C. H.	Los Angeles City	322 Signal Field Battalion
Griffith, R. L.	Prin. Novato S., Marin Co.	Coast Artillery, Ft. Winfield Scott
Gristed, A. R.	Rio Cista Grammar School, Solano County	Unknown
Hail, Roy L.	Mt. Tamalpais Military Academy	1st Lieut, Lawton, Oklahoma
Haisch, J. Howard	Los Angeles City	Enlisted
Hagopian, John E.	Los Angeles City	National Army
Hardy, David	Phys. Education, Poly. H. S., S. F.	Capt Coast Artillery
Harris, H. E.	Humboldt Evening H. S., San Francisco	Capt. Aviation Corps
Haslett, R. L.	Los Angeles City	Physical Training
Hathaway, J. A.	Los Angeles City	Bookkeeper, Camp Kearny
Hayland, T. N.	Prin. Codora S., Glen Co.	Private Infantry, Camp Lewis
	Tech. Dept. H. S., San Diego	Student for Commission Aviation
Heron, Percy H.		Non-Flying Sec., San Antonio, Tex.
Heryford, C. B.	Prin. Hopland Union School	Corporal
Hibbs, Alfred	Merquin Union School, Merced County	Unknown
Hubert, W. V.	Prin. Elementary S., Santa Barbara	Aviation Corps
Humphreys, Walter	Los Angeles City	Ambulance Corps, France
Hunter, Willis, O.	Physical Tr. Poly. H. S., S. F.	Naval Res., Training for Ensign
Jacobs, Chris	Prin. Wheatland S., Yuba County	Unknown
Jennings, H. R.	Science, Fremont H. S., Oakland	Infantry
Johnson, J. Lewis	Los Banos H. S.	Unknown
Kibbe, Charles G.	Chief Clerk Los Angeles City Board of Edu.	Sgt., Camp Lewis
Kienholz, Edgar	Long Beach H. S.	Asst. Physical Dir. Camp Lewis
King, Foster	Los Angeles City	National Army
Landrum, John Sydney	Prin. Meadow Lake Union H. S., Nevada Co.	Pvt. Co. F, 159th Inf., Camp Kearny
Latta, Frank Forest	Manual Training	France
Leyneel, Z. S.	Fresno H. S.	1st Lieut. U. S. Reserve
Lindsey, W. W.	Manual Training H. S., Imperial	Aviation
Lovell, Duke A.	Washington Evening S., San Francisco	Quartermaster Dept.
Lucksinger, Oscar	Agriculture, Gonzales Union H. S.	Unknown
Mapes, C. W.	Glenn County	Private in Infantry
Martin, Galen		Unknown
Martin, L. S.	Principal Aztec Grammar School	Co. B, 322 Field Signal Corps, Camp Lewis
Marvin, Cloyd H.	Los Angeles City	Training Camp, Presidio
Marvin, Wm. S.	Mission H. and Evening H. of Com., S. F.	1st Lt, Aviation Corps
Mayer, Henry	Science, Oakland Technical H. S.	Sergeant Aviation Corps
McDaniel, F. J.	Los Angeles City	Enlisted
McGlynn, Raymond	Evening H. S. of Com., S. F.	Naval Res., Training for Ensign
McPhee, Julian A.	Agriculture, H. S. Placerville	Naval Reserve
Mead, Chas. L.	Compulsory Edu. Los Angeles City	Enlisted, Artillery
Miller, Lloyd	Los Angeles City	Enlisted, Artillery
Milliken, Wm. P.	Evening School, Oakland	Medical Service of Army
Mills, Howard D.	Manual Training, Riverside	Ambulance Corps, (Died in S. F.)
Mitchell, Ernest	Manual Training, Chico State Normal	Non-Flying Sec. Aviation San Antonio, Tex
Morgan, M. L.	History, Vallejo Intermediate	Private Co. A, 116 Eng, France
Munroe, H. M.	Principal Calistoga H. S.	Unknown
Neuby, L. C.	University H. S., Oakland	Cable Censor, San Francisco

NAME.	SCHOOL POSITION.	ASSIGNMENT IN SERVICE
Newman, F. B.	Tamalpais Polytechnic H. S.	Co. D, 363rd Inf., Camp Lewis
Norton, John K.	Alameda City	Mental Measurement Work for Army, Louisville, Ky.
Norton, Norvel I.	Commercial, Woodland H. S.	Ambulance Corps, Camp Lewis
Oak, L. M.	Lone Star School	Ambulance Corps
Olds, Leon B. W.	Commercial, Huntington Beach	Unknown
Oliver, J. Boyd	Military Inst. of Commerce, S. F.	1st Lieut. Anti-Air Craft Artillery Service
Otterson, Joseph	Class Supervisor Tr. S., State Normal, San Diego	Hospital Branch Naval Service
Overand, Courtenay	Physical Tr., Lowell H. S., S. F.	Naval Res. Tr. for Ensign
Parker, Hugh C.	Los Angeles City	National Army
Payne, Arthur W.	San Diego County	Assigned by U. S. Gov. to Science Invest Dept, not yet in ranks
Peck, Sedley C.	San Mateo H. S.	Flying Corps, Foreign Legion, France
Peixotto, Eustace M.	Physical Training, San Francisco	2nd Lieut, U. S. Army
Phillips, Paul	M. Tr. Santa Monica S.	Sgt. Battery D, 144 Field Artillery Camp Kearny
Polley, Egbert M.	Grade Teacher, Highland School	Medical Corps
Price, C. M.	Dir. Phys. Training, H. S., San Diego	Aviation, Flying Section
Pring, T. E.	Fresno City	Unknown
Rhein, Wade W.	Tech. Dept. H. S., San Diego	Capt. Anti-Aircraft Battery, France
Riggins, Carleton H.	M. Tr., Santa Monica	Aviation Division, San Antonio, Tex.
Righter, George L.	Coach El Centro H. S.	National Army, Camp Lewis
Ritter, Geo. A.	Chief Clerk in Superintendent's office, Pomona	Land Division of Aviation Corps
Ross, Harold E.	Los Angeles City	National Army
Schlatter, Fred E.	Los Angeles City	Physical Training
Seay, Wellfrod D.	Pasadena City	Lieut. Co. I. 364th Inf., Camp Lewis
Sedgwick, Darrell	Manual Training and Music, San Jose	Band, Camp Kearny
Sherwood, L. C.	Mech. Drawing, H. S., San Diego	Aviation, Non-Flying Sec.
Shirrell, Elmer L.	English and Oratory, Bakersfield H. S.	Nat. Army, Camp Lewis
Shutt, Vincent W.	Dir. Phys. Edu. for Boys, Santa Monica H. S.	Lieut. Company C, 160th Inf., Camp Kearny
Sibelius, Karl M.	Ventura H. S.	Unknown
Smith, Stewart	Santa Ana City	U. S. Marines
Smith, Weaver H.	Science and Boys' Phys. Edu., Garey Jr. H. S., Pomona	Co. F, 364th Inf., Camp Lewis, Wash.
Sooy, Glenn M.	Los Angeles State Normal	1st Lieut. U. S. Army
Spindler, Harry W.	Principal Davis Grammar S.	Supply Co. 162nd Inf. in France
Stevens, Thaddeus	Manual Training, San Francisco	Wireless Signal Corps
Streiff, George C.	Manual Training Dept., Oakland	Machine Gun Company
Swanson, W. D.	Class Supervisor, Tr. S., State Normal	San Diego, National Army, Camp Lewis
Swenson, Martin	Esparto H. S.	Unknown
Tarbell, J. E.	Fresno H. S.	Major U. S. Reserve, San Francisco
Taylor, John J.	Hamilton Evening S., San Francisco	U. S. Army
Todd, Harry Willard	Spanish and Playground Supervisor, Intermediate School, San Bernardino	Unknown
Torrey, I. F.	Lemoore H. S.	National Army
Trevorrow, Wm. J.	Los Angeles City	Inspector Machinery, U. S. N.
Valentine, L. C.	Asst. English Dept., Vallejo H. S.	Pvt. Co. H, 363rd Inf., Camp Lewis, Wash.
Wadsworth, Leo A.	Lompoc H. S., Santa Barbara Co.	Training Camp
Wanee, Roderic S.	Los Angeles City	Enlisted
Ward, Harold M.	Santa Clara H. S.	Unknown
Ware, Allison	Pres. Chico State Normal	Capt. C. A, 35th Inf., Nogales, Ariz
Warrington, Clarence	Prin. Victory Grammar S., Sacramento County	Unknown
Watson, Jas. R.	Military Inst. Poly. H. S., S. F.	Capt Quartermaster Corps
West, Phil.	M. Tr., State Normal, San Diego	Aviation, Rockwell Field, North Island
Whitacre, P. A.	Head Com. Dept., H. S., San Diego	Aviation, Non-Flying Sec.
Wihr, George	San Mateo H. S.	Band Master Naval Tr. Sta., San Diego
Willebrandt, A. F.	Prin. Elementary S., Santa Barbara	National Army
Williams, Wm. H.	Head of Science Dept., Fremont H. S., Oakland	Capt. U. S. Field Artillery, Camp Lewis, Wash.
Wilson, Harold	Elementary M. Tr., Santa Barbara	Aviation Corps
Winship, Chester	Sutter County	Naval Radio School at Cambridge
Yochem, Orville E.	Auditor's Office, Los Angeles City	National Army
Zumwalt, A. J.	Head Commercial Dept., Vallejo	Jr. Lieut. Paymaster's Dept., Brooklyn Navy Yard

The Liberty Bell

ARTHUR H. CHAMBERLAIN

ON THE bank of the beautiful Delaware river near its junction with the Schuylkill in the "Keystone State" stands the quaint old city of "Penn the Peaceful". It is the third American city in size and renowned for its great industries and manufacturing plants. It is at the same time one of the most historically interesting cities in the world. Philadelphia, sometimes called the "City of Brotherly Love", with its streets extending at right angles, was laid out in 1862. This was before William Penn arrived in his ship, the "Welcome". But while Philadelphia was begun in 1860, there were Swedes living within the boundaries of the now famous city as early as 1644.

At the beginning of that memorable period when "George the Third was King" in Merry England, no other American city had the importance of Philadelphia. Here came many ships from Europe bringing manufactured articles to the Colonists. They carried on the return voyage across the sea such commodities as a new country could produce. Friendly immigrants from many nations, finally to become true Americans, gladly stepped upon the hospitable wharves of Philadelphia.

There arrived in this famous city in the year 1753 the most historic bell in the world. The bell was first cast in England in 1752. The governing authority of the colony, known as the Assembly of the Province of Pennsylvania, had ordered the bell made. It was to hang in the State

House at Philadelphia. This old State House is one of the landmarks in American history. It is now known as Independence Hall, and dates from the year 1732. It is built of plain red brick and fronts the street, with large grounds to the back and surrounded on every side by the great city. In the square in front of the building rises a statue of William Penn, founder of the colony.

It was in Independence Hall that the Continental Congress met from 1775 to 1783. Here it was that the Declaration of Independence

was first publicly proposed. It was here that after deliberation and discussion it was adopted. And here it was signed. And it was in this building that George Washington, as first President of the United States, presided over the convention that determined the thirteen original colonies should become a nation.



THE LIBERTY BELL

Since its first important ringing in 1753, in protest against the issuance by Great Britain of Provincial Money, the Liberty Bell has been the symbol of Democracy, Good Citizenship and Freedom under law. Its second ringing, July 8, 1776, announced the Proclamation of the Declaration of Independence. Cast in London in 1752, it was again cast in Philadelphia the following year. The crack appeared July 8, 1853, when tolling to announce the removal of the body of United States Chief Justice Marshall from Philadelphia.

But the Liberty Bell! It was cast in England for the State House and in this old building it is still preserved. In casting the bell an inscription was placed upon it. This was by order of the Assembly. This inscription is taken from the Bible. It is found in Leviticus 25 Chapter, 10 verse, and reads: "Proclaim liberty throughout all the land unto all the inhabitants thereof". The inscription, therefore, was very much in keeping with the purpose to which the bell was later put.

Upon arriving in this country, and after it was placed in position, the bell cracked on its first ringing. It was taken down and recast in Philadelphia, this being in 1753. The same metal* was used as was in the bell originally and the same inscription as it bore before, was cast into the bell. It was then replaced in the steeple of the State House. The bell was then dedicated by Speaker Norris of the Pennsylvania Assembly, this being twenty-three years before it rang out our independence in 1776.

Here hung the old bell during those trying days that preceded the American Revolution. The bell was the symbol of liberty to a people striving toward democracy. From the State House steeple it sent forth its challenge during all the discussions and appeals of that band of patriots who made possible a free America. The old bell was also tolerant and kindly. It awaited the day when every man and every woman so desiring could seek our shores, here to be allowed such freedom of thought and action as should be for the best good of the individual and of the state. It typified a people calm in determination; not impatient for results; who did not chafe unduly under restraint. It stood for those lofty principles that, when the time came, could no longer be held in check. It was itself the embodiment of a movement that has at last swept across the world.

You know the unhappy story of the conflict with the mother country. You have read of the misunderstandings and of the acts of oppression, the indignities to which our Revolutionary forefathers were subjected. You recall how taxes were imposed upon all public documents, and levied upon articles brought from across the seas. Our ships were stopped and searched. Our trade relations were interrupted. Our people were given no voice in the government of the country which undertook to make laws for the colonies. And the soldiers of the King walked the streets of our towns, directing our movements and dictating our policies.

The wiser, calmer heads of the mother country spoke out fearlessly for American freedom and American self government. Such men as Sir Edmund Burke and William Pitt, the Earl of Chatham, were the true English patriots. Indeed the sentiments expressed by them in Parliament have won them enviable positions as world patriots.

And then came the Fourth of July, 1776. The work of John Hancock, of Samuel Adams and a host of other American patriots, had at last triumphed. The Declaration of Independence, born of love of country, was ready. At last every man and every woman was to be made independent, and at the same time, responsible to every other man and woman. Here it was set forth clearly that the state was the mother of us all. An ideal had lain the foundation for an idea, and the idea had blossomed into a reality.

Picture if you can that scene enacted in Philadelphia on the Fourth day of July in the year 1776, a day since known as Independence Day and celebrated each year as the anniversary of the liberty and independence of this country. The old bell ringer in the tower waiting hour after hour for the message from below—the message that after months of discussion,

*The bell is made of bronze, is three feet in height, weighs 2,080 pounds, and cost \$300.00.

doubt and debate the Declaration was to be signed. In the street in front of the State House men, women and children talking in subdued tones and holding out hope to one another that at last America should be free. And then the decision on the part of those early patriots, a decision as significant for results as ever made by a nation. The word is passed. A boy rushes to the street and shouts up to the old bell ringer the joyous news. Backward and forward swings the bell, carrying the message that in the hall below those early colonial patriots, gathered from every corner of the thirteen original colonies, were signing their names to a wonderful document. In its tolling the bell announced the signing of the Declaration of Independence which is now the pride of our more than one hundred million people. It is the ideal toward which are marching the nations of the world.

Let George Lippard picture the scene for you:

THE LIBERTY BELL

George Lippard.

IT IS a cloudless summer day; a clear blue sky arches and expends about the quaint edifice, rising among the giant trees in the center of a wide city. The edifice is built of plain red brick, with heavy window frames, and a massive hall door.

Such is the State House of Philadelphia, in the year of our Lord 1776.

In yonder wooden steeple, which crowns the summit of that red brick State House, stands an old man with snow-white hair and sunburnt face. He is clad in humble attire, yet his eye gleams, as it is fixed on the ponderous outline of the bell suspended in the steeple there. By his side, gazing into his sunburnt face in wonder, stands a flaxen-haired boy with laughing eyes of summer blue. The old man ponders for a moment upon the strange words written upon the bell, then, gathering the boy in his arms, he speaks: 'Look here, my child. Will you do this old man a kindness? Then hasten down the stairs, and wait in the hall below till a man gives you a message

for me; when he gives you that word, run into the street and shout it up to me. Do you mind?' The boy sprang from the old man's arms, and threaded his way down the dark stairs.

Many minutes passed. The old bell keeper was alone. "Ah," groaned the old man, "he has forgotten me." As the word was upon his lips a merry ringing laugh was upon his ear. And there, among the crowd on the pavement, stood the blue-eyed boy, clapping his tiny hands while the breeze blew his flaxen hair all about his face, and, swelling his little chest, he raised himself on tiptoe, and shouted the single word, "Ring!"

Do you see that old man's eye afire? Do you see that arm so suddenly bared to the shoulder? Do you see that withered hand grasping the iron tongue of the bell? That old man is young again. His veins are filling with a new life. Backward and forward, with sturdy strokes, he swings the tongue. The bell peals out; the crowds in the street hear it, and burst forth in one long shout. Old Delaware hears it, and gives it back on the cheers of her thousand sailors. The city hears it, and starts up, from desk and workshop, as if an earthquake had spoken.

Yes, as the old man swung that iron tongue, the bell spoke to all the world. That sound crossed the Atlantic—pierced the dungeons of Europe—the workshops of England—the vassal-fields of France. That echo spoke to the slave—bade him look up from his toil and know himself a man. That echo startled the kings upon their crumbling thrones. That echo was the knell of all crafts born of the darkness of ages, and baptized in seas of blood. For under that very bell pealing out noonday, in that old hall, fifty-six traders, farmers, and mechanics had assembled to strike off the shackles of the world. And the bell that now voices the Declaration of Independence still speaks out to the world:

"Proclaim Liberty to all the Land and all the Inhabitants thereof." God has given the American Continent to the free.

The first ringing of the bell following the signing of the Declaration was on July 8, 1776. On that day it rang to call the citizens together to hear proclaimed political liberty as promised by the

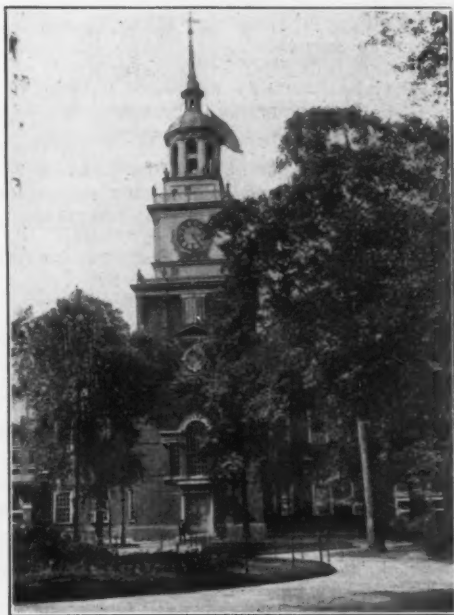
Declaration, which was adopted and approved by Congress. The document was read from the balcony of the State House by John Nixon.

And what of the Liberty Bell since those stirring days of '76, when by all nations and for all time America was recognized as an independent nation! When the Americans evacuated Philadelphia in 1777 and the English occupied the city, the bell was taken down and removed to Allantown. It was later returned to Philadelphia but never replaced in the old steeple. Long it hung in the yard adjoining Independence Hall ringing out on each recurring July 4th its anniversary message of the signing of the Declaration. On July 8, 1835, it rang. On that day, while tolling during the funeral of a great American patriot, John Marshall, Chief Justice of the United States, the old bell again cracked, and cracked is the bell today although carefully cared for in Independence Hall.

On each Fourth of July people throughout the length and breadth of the land think of the old bell. Patriotic speeches are made. Songs are sung. Bands play national anthems. Banners wave. During the last century and a half, millions of visitors from our own country and from all parts of the world have journeyed to Philadelphia to see the old bell. But many could not go to see it. The bell belongs to all the American people; it belongs to the liberty loving people of all the world. It was bequeathed by our patriots of 1776 to become the heritage of future generations. That every boy and girl in the land might look upon the bell and learn to be a better patriot, a long journey was planned for it. In 1893 it was sent to the World's Columbian Exposition at Chicago. Then again in 1904 the bell traveled to St. Louis, where was held the Louisiana Purchase Exposition.

It made another wonderful journey across the continent to San Francisco in 1915 where it was shown at the Panama-Pacific International Exposition. Everywhere along the way men, women and children viewed it with reverence, while flowers were heaped upon it, and patriotic speeches were made.

On April 6, 1917, our own country, after all efforts to maintain peace failed, declared a state of war to exist with Germany. In the historic city of Philadelphia, the city of "Penn the Peaceful",



INDEPENDENCE HALL

Built in 1732. The "Home" of the Liberty Bell since 1753.

—Chamberlain Photo.

the old bell was on that day lightly struck. Its note was low, but clear and distinct as a bugle call. Once again its tones were heard from the Atlantic to the Pacific and from the glacier capped mountains of the north to the southern most point of the South American continent. Around the world it went and people paused to listen to its message. And that note as the symbol of true patriotism and the embodiment of the real principles of Democracy said to every right thinking man

and woman of whatever rank or country:

*Throughout the world tyranny and greed
shall cease, and in their stead true liberty
and humanity shall reign.*

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THE LIBERTY BELL

Anonymous.

There was tumult in the city,
In the quaint old Quaker town,
And the streets were rife with people
Pacing restless up and down;
People gathering at corners,
Where they whispered each to each,
And the sweat stood on their temples,
With the earnestness of speech.

As the bleak Atlantic currents
Lash the wild Newfoundland shore,
So they beat against the State House,
So they surged against the door;
And the mingling of their voices
Made the harmony profound,
Till the quiet street of Chestnut,
Was all turbulent with sound.

"Will they do it?" "Dare they do it?"
"Who is speaking?" "What's the news?"
"What of Adams?" "What of Sherman?"
"Oh, God grant they won't refuse!"
"Make some way there!" "Let me nearer!"
"I am stifling!" "Stifle then;
When a nation's life's at hazard,
We've no time to think of men!"

So they beat against the portal,—
Man and woman, maid and child;
And the July sun in heaven
On the scene looked down and smiled;
The same sun that saw the Spartan
Shed his patriot blood in vain,
Now beheld the soul of freedom
All unconquered rise again.

Aloft in that high steeple
Sat the bellman, old and gray;
He was weary of the tyrant
And his iron-sceptred sway;
So he sat with one hand ready
On the clapper of the bell,
When his eye should catch the signal,
Of the glorious news to tell.

See! See! the dense crowd quivers
Through all its lengthy line,
As the boy beside the portal
Looks forth to give the sign!
With his small hands upward lifted,
Breezes dallying with his hair,
Hark! with deep, clear intonation,
Breaks his young voice on the air.

Hushed the peoples swelling murmur,
List the boy's strong joyous cry!
"Ring!" he shouts aloud; "Ring! Grandpa!
Ring! Oh, Ring for LIBERTY!"
And straightway, at the signal,
The old bellman lifts his hand,
And sends the good news, making
Iron music through the land.

How they shouted! What rejoicing!
How the old bell shook the air,
Till the clang of freedom ruffled
The calm gliding Delaware!
How the bonfires and the torches
Shone upon the night's repose,
And from the flames, like Phoenix,
Fair Liberty arose!

That old bell now is silent,
And hushed its iron tongue,
But the spirit it awakened
Still lives—forever young.
And while we greet the sunlight
On the Fourth of each July,
We'll ne'er forget the bellman,
Who, 'twixt the earth and sky,
Rung out OUR INDEPENDENCE,
Which please God, shall never die!

A MEMORABLE FLAG-RAISING CEREMONY

Los Angeles State Normal School.

It was a morning never to be forgotten, the beginning of one of those autumnal days in Southern California when earth seems "crammed with heaven." The entire student body and faculty of the Los Angeles State Normal School had assembled on the campus at the hour of nine to take part in a sacred ceremony, the ceremony of flag-raising. A beautiful new flag had been presented to the school and loving hands of students had made a service flag in memory of the 20 young sons of the nation, members of the school, who had been called to the colors. The solemn company, witness to the scene, will ne'er forget that gripping, stirring hour.

Dr. Ernest Carroll Moore, the new president of the Los Angeles State Normal School, already the generally-accepted and beloved elder brother of us all, was the chairman of the occasion. At his signal the band opened the hour's program with our national anthem, in which all joined with quick-beating hearts and tremulous voices betimes. The strange solemnity, even amongst the young, bespoke a soberness of thought and heart unlike America of yesterday.

At the close of our hymn to our country and our God, a reverent hush fell upon all. Then the President of the school delivered the message of the occasion and these are the words he spoke:

I have called you, the entire family of the school, together this morning for a brief religious service, for any gathering of folks to unite themselves in devotion to a holy cause

is a religious service. We are met here to raise our flag to the top of this flag-pole where, like an ever-uttered benediction, it will float over us. It shall be a voice which shall talk to us incessantly of the unity of purpose and of striving of 100,000,000 souls, which we call our nation. It shall be a voice reminding us perpetually of those old strugglers who dared to dream a greater dream than statesmen ever dreamed before and forced it to come through. It shall be their voice imploring us to carry on the unfinished business of the great enterprise which they began. It shall be a voice—a tender voice—telling us of those other young people, dear and generous, who have given up their homes, occupations, and great hopes, and chosen death that you and I may be secure and free. The flag shall be to us a voice—thy voice, O my country, entreating us to prize thee and every day to make of thee a firmer rampart for the rights of man. This flag shall be a voice—a stern, demanding voice—asking each one of us by name: In this our troubled day, you John, you Mary, do you "carry on?" Are you at your bit?

In his incisive book, "Over the Top," the American soldier, Arthur Guy Empey, tells of seeing the huge howitzers pulled into place by immense caterpillar tractors, and on each tractor the name plate so clear that it could be read by anyone, "Made in U. S. A." And I would remember," he says, "that if I wore a nameplate, it would also read 'Made in U. S. A.'" This flag shall stamp us all with that name plate. Let us see to it that it makes its impression deeper and its lettering clearer upon each one of us as the days go by.

They they raised "Old Glory" on high and with it our first service flag. The band struck up the Star-spangled Banner and how we sang! All of us, all that was within us, sang and, as the spiritual benediction of the hour fell upon us, we were aware that not only is "earth crammed with heaven" but humankind with God.

And into the salutation of our flag and the pledge of allegiance which followed entered a sanctification to a new vision—the vision of a new world-democracy and a new brotherhood of man.

M. W.

Transportation of Pupils

A. P. SHIBLEY

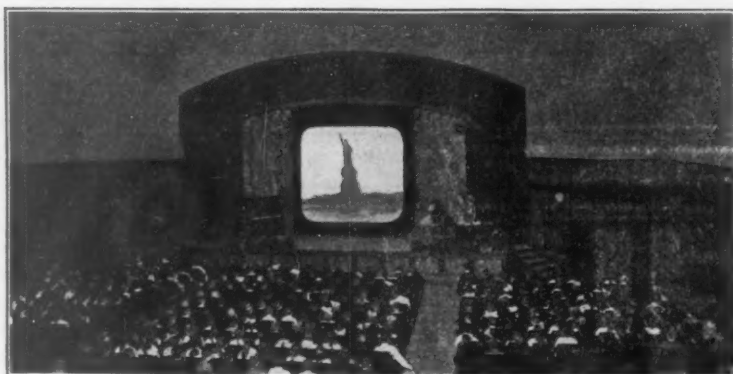
County Superintendent of Schools, El Centro.

Brawley union high school uses seven Fords and a Vim passenger automobile to transport students living out of town. These machines are driven by students of the school who pick up their passengers on their way to school and return them to their homes in the evening. The machines are in charge of a mechanic who keeps them in repair, fills up the gasoline tanks, puts in oil, and sees that the tires are in good condition. Each driver has a schedule to make in order to reach the school at half past eight or soon after.

The distance each machine makes varies from eight miles to fourteen one way or sixteen to twenty-eight for the round trip. Each driver records his time of arrival on a sheet kept in the office and this serves the double purpose of telling whether that machine is in and also makes a permanent record.

The first half of the school year ended Fri-

day, January 25, and in checking up the record it is found that only three drivers have failed to land their passengers at the high school before nine o'clock on every one of the 81 school days. Two were late five minutes each, another was forty minutes late and another, stuck fast in the mud, was detained two hours and forty minutes. Out of 537 arrivals recorded only four were behind time, a remarkable record when tire troubles, flooded roads, and other difficulties were taken into account. Six drivers have driven every day of the term and three of the number are young ladies. The names of all the drivers for the year so far are: Ferrell Howard, Oliver Gentry, Mary Young, John Schoneman, Don Weaver, Wilford Beatty, Howard Loveland, Arthur Cox, Farrell Cox and Theodore Cox. If these young people can continue to make a record of efficiency of 99.3 per cent. their success is assured.



A Victrola Recital with Lantern Slides in a Chicago Public School.

"Nowadays, we are training the eye too much, and the ear not enough," said a noted educator.

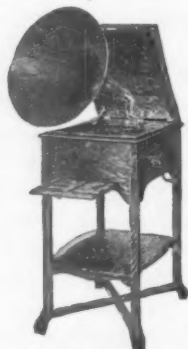
Teach boys and girls to open their ears to the charm of the Tone World, and you will lay the foundations for a sound musical taste and much future pleasure.

The Victrola and Victor Records

are the best and only means of bringing the art and personality of the World's Greatest Artists into *your* school room.

We take pleasure in calling your attention to the following records, which you may hear at any Victor dealer's:

- | | |
|--|--|
| 64687 { Deep River (Wm. Arms Fisher) | 74556 { The Two Grenadiers (Heine-Schumann) <i>In English</i> |
| 10 in. \$1.00 { Frances Alda | 12 in. \$1.50 { Clarence Whitehill |
| 87282 { Just Before the Battle, Mother | 64761 { Tim Rooney's at the Fightin' |
| 10 in. \$2.00 { (Root) Ernestine Schumann-Heink | 10 in. \$1.00 { (Nora Flynn) Evan Williams |



Victrola XXV, \$75
specially manufactured
for school use

When the Victrola is not in use, the horn can be placed under the instrument safe and secure from danger, and the cabinet can be locked to protect it from dust and promiscuous use by irresponsible people.

Stories

- | | |
|--|--------------|
| 35664 { Cinderella (Fairy Tale) | Sally Hamlin |
| 12 in. \$1.25 { Jack and the Beanstalk (Fairy Tale) | Sally Hamlin |

Instrumental

- | | |
|---|---------------------------------|
| 74563 { Ave Maria (Schubert-Wilhelm) | Jascha Heifetz |
| 12 in. \$1.50 { <i>Violin Solo</i> | |
| 64758 { Valse Bluette (Drigo) | Jascha Heifetz |
| 10 in. \$1.00 { <i>Violin Solo</i> | |
| 64753 { Hungarian Dance No. 6 (Brahms) | Philadelphia Symphony Orchestra |
| 10 in. \$1.00 { | |

Rhythmic Rote Songs

- | | |
|--|-------------|
| 17596 { See-Saw (2) The Giants (3) Froggies' Swimming School | Elsie Baker |
| 10 in. 75c { (Piano accompaniment) (Riley-Gaynor) | |
| Blowing Bubbles (2) Pit-a-Pat (3) The Sailor (Piano accompaniment) (Riley-Gaynor) | Elsie Baker |

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Victor

Notes and Comment

The National Poster competition. For the purpose of promoting the sale of War Saving Stamps the National Poster Competition is attracting more than usual attention. This contest, which has the support of the authorities at Washington, is divided into four geographic groups, with Professor A. B. Clark of Stanford, Chairman of the Western Group of states. Miss Katherine Ball of San Francisco is handling the matter for the California State campaign. It is hoped that all teachers may take up this matter of Exhibit Posters quickly thus to facilitate the sale of War Stamps. The idea is to graphically present the Government's plan to issue two billions in War Savings Certificates. The competition is open to any boy or girl who is in regular attendance at school. No one individual may submit more than two designs. Designs may be drawn in black and white or in colors but not more than four different colors may be used nor more than two styles of lettering. The prizes in the various classes range from \$3.00 to \$60.00.

War Citizenship Course. The first of a series of three bulletins on War Citizenship prepared by Professor R. L. Ashley of the Pasadena High School has been issued by the Commissioner of Secondary Schools for use throughout the state. This first bulletin lays a thorough ground work for what is to follow in presenting the main features of governmental policy and historical development. Boys and girls, and even men and women are woefully ignorant of the true condition of affairs, not only in our own country but in those of our allies and of Germany. These bulletins will be received gladly by the teachers of the state.

The Grade Teachers' Association of San Francisco issues an attractive bulletin, the initial number appearing in February. As an introductory note the bulletin carries the following from Dr. John Dewey: "I consider the awakening of the classroom teacher the most significant thing that has happened educationally in the last fifty years." This association has affiliated with the League of Teachers' Associations. The President of the Association is Mary A. Mooney, the Secretary, Kathryn Cooney.

In Los Angeles there is a War Work Committee representing the City Principals Club. Mr. Ford M. Jack, the Chairman of the Committee, suggests that each school and educational organization nominate a War Work Committee, offering the slogan "The War Must Be Won."

The Training of Reconstruction Aides under Direction of the War Department is inaugurated at six centers in the United States. Reed College at Portland, Oregon, is designated as one of the six certified institutions for such training. All applicants from the western United States will be referred to Reed College. These aides are women employed by the Surgeon General to give remedial exercises prescribed for the care of patients in hospitals and other sanitary formations of the army. The course begins March 1. Applicants should communicate with the Secretary of Reed College. The age limit is between 22 and 40 years. Tuition fee is \$50.00.

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Vacation Schools are thoroughly considered in the report of a committee of the Berkeley Teachers' Association composed of H. H. Glessner, Mrs. E. S. Wilkes and Roy E. Warren of the Berkeley staff. This committee has made an exhaustive study of Vacation Schools in general and offers recommendations regarding the City of Berkeley. The report states that "about 40 of the leading cities throughout the country are at present conducting vacation schools during the summer months. Some of these cities have for the past 20 years been operating Vacation Schools in conjunction with the playground work but beginning with the year 1912 the Vacation Schools came to be regarded as an indispensable part of the regular system, no longer a play institution only. It stands today as a real and necessary adjunct of the public schools. Some of the eastern cities have so reorganized their school year that their schools are all year schools with a brief vacation."

The report goes on to state that the average daily attendance in these schools is higher than that of the regular term. While the original purpose was to provide a means of bringing up to a passing grade slow pupils and those who had failed, the vacation school is now used to assist the more rapid pupils to shorten their regular school time.

The Manual Arts Teachers' Association of Southern California has made a survey through the Minimum Course of Study Committee as to what is being done throughout the nation and other countries in the teaching of Manual Arts. Of the significant questions asked the following are typical: "What kind or form of manual training or industrial education are you teaching the children of your community (or city)? Should the student receive compensation for repetition work and overtime? Are the subjects related or correlated with the art, mechanical drawing and academic departments? What is the reason for having an intermediate high school? Are the students required to read books on occupation? What typical method of instruction is used in the study of forests, lumbering industries, etc? What typical method is used in teaching industrial history and applied mathematics related to the various trades and occupations? How much time is devoted to the theory of the trade that the student is studying?"

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We have, therefore, decided to discontinue the free course after March 31, 1918. As many teachers have been intending to take the course, but have put off doing so, for one reason or another, we think it right to give advanced notice of our intention to discontinue the course.

The closing date for application for the free correspondence course for teachers in Gregg Shorthand will be March 31, 1918.

Those who have already enrolled for the course but have not sent in any work may resume now, or may review the course from the beginning, if they notify us of their desire to do so before the date mentioned.

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New York Chicago San Francisco

Number Six of a Series

San Francisco, February 15, 1918.

TO MEMBERS OF THE CALIFORNIA TEACHERS' ASSOCIATION
AND OF THE SAN FRANCISCO TEACHERS' INSTITUTE:

*Greeting and best wishes for profitable sessions in Oakland
and San Francisco!*

Your Association will meet in Oakland on March 27, 28, 29 and 30 while the Institute will hold sessions in San Francisco on April 1, 2, 3 and 4. Between sessions you will be thinking of new plans and looking up new material for the coming term. We're planning to help you.

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P. S.—In the April issue, we'll have
our delayed Preachment on
"Blessed are the Story
Tellers".

War relief work has been developed to a wonderful degree in the schools of Berkeley, and particularly in the high schools. For more than a year the attention of classes has been focused on war activities. In the Normal School at San Jose, under the direction of Mr. William S. Marten, progress has been made in showing how the constructive activities of school children may be applied to war relief in the making of toys and games for young children; to portfolios, needle-cases, sewing problems for hospitals by the middle grades; and problems in knitting, the making of splints, crutches, hospital trays, bedside chartholders and other necessary articles by the grammar grades and high school.

The meeting of the new section of the C. T. A., the Central Coast Section, will not be held this spring as planned but will be carried over to meet later.

The Gregg Publishing Company is having excellent success in the introduction of its publications. In the recent state adoptions in Utah, the Gregg shorthand was adopted for a five year period as was also the Rational Typewriting, Office Training for Stenographers and Speed Study, these being four of the fundamental and basic texts issued by the Gregg Publishing Company.

Mr. John Robert Gregg, author of the Gregg Shorthand and President of the Gregg Publishing Company, together with Mrs. Gregg, recently visited the Coast. They are now on their way to Australia expecting to make a considerable stop at Honolulu. It is interesting to note that the Gregg shorthand was introduced in Australia thirty years ago, and before it was in use in America.

"The Oakland Schools are expanding unusually rapidly this year. The ship building interests and the various factories that are springing up are primarily responsible for this growth. Twenty-five additional classrooms have been opened during the past month. The regularly elected list of teachers has been completely exhausted and competent teachers from elsewhere are being sought by the Oakland authorities."

The Pacific Coast National Defense Highway System, a brochure prepared and issued by Mr. Wisner Gillette Scott, is the best exposition of the need for a complete system of highways for the coast that has come to our attention. There is full treatment of the

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The Gordon News Page

The New Series

The many teachers throughout California who are using the Gordon Method and the Gordon Readers will be glad to learn that the Teacher's Manual, the Primer, the First and the Second Readers of the NEW SERIES are now ready for distribution. They may also be interested to know that the Third, the Fourth and the Fifth Readers of the New Series will also be upon the market before the close of the present school year.

The Authors

In the preparation of the New Readers, Mrs. Gordon has had the assistance of Miss Marietta Stockard, Supervisor of Reading, Washington, D. C. Miss Stockard is well and favorably known throughout the country for her Story Work in which she has won the sincere recognition of Columbia University. In fact, she has had charge in that institution during several summer sessions of the work in this line. She is also regarded as one of the leaders of the group who believe in the story approach to the teaching of primary reading. Since Mrs. Gordon is a recognized authority on phonetic teaching, a very happy combination has, therefore, been made by the association of these two authors in the work.

The Stories

Appeal to Children

The new books abound in interest for children. The story form prevails throughout the lessons even from the first page of the Primer. The material is mostly new and even the old stories are told in a fascinating way. The illustrations—many in color—are so expressive that they serve as a real help in imparting the stories. A letter just received from a teacher says, "My children read the stories with the most eager delight."

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the Teacher's Manual. While the Readers of the New Series are intended primarily to supplement those of the older series, they have been so carefully worked out according to the Gordon Method that they can be used as well for basic texts. Schools using the books of the older series will find it a great advantage to continue them for method work and to use the New Series for parallel and supplementary purposes. The two series will be found to supplement each other better than any other two series.

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The New Series promises to be very popular. Many letters praising the various merits of the books have come to us already from superintendents, principals, supervisors of reading in public schools and in normal training schools, members of County Boards of Education and primary teachers. These letters are all of one accord, viz., that this series sets a new standard of excellence for primary readers. The endorsement is not limited to letters alone, but has been frequently expressed in terms of large orders. The books have been placed in several schools in which those of the older series were not used.

Two Letters From Sacramento An Endorsement

"I received the First Reader of the New Series of Gordon Readers and can bespeak for it a very wonderful success. It is bright, attractive, upholds the splendid merit of the Gordon System, and its beautiful illustrations make it a prize for any child. We shall certainly add some of these books for supplemental class work."

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reason for the completion of the proposed three highway systems paralleling the coast, —the Balboa Highway to the west, the Pacific Highway and the El Camino Sierra or eastern-most road. These are urged by the Pacific Coast Defense League. Mr. Scott, who is the foremost exponent of an adequate system of highways for commercial purposes and national defense along the Pacific Coast is Vice-President of the Pacific Coast Defense League for California, Executive Secretary of the Inyo Good Road Club, and Chairman of the Division of National Parks in Council of National Advisors National Highways Association.

The Annual Meeting of the Federal Council of Education will be held at Oakland on Saturday, April 13. This is the second Saturday in April and the date on which by constitutional enactment the meeting should fall. Reports of more than usual interest will be made before the Council at this time.

Effort at intimidation of many of those most prominent in advocating patriotic teaching has been attempted. In our own state Governor Stephens, Commissioner Will C. Wood and Superintendent George W. Frick of Alameda County are among the latest victims. Recently Mr. Frick received an anonymous communication warning him to desist his activities as illustrated in a circular recently issued to the schools. The communication was written in red ink and signed T. N. T., these being the initials of the newest deadly explosive. Example should be made of those who are engaged in these intimidation practices, if they could be apprehended.

Dr. William H. Maxwell, since 1898 superintendent of schools in New York City, was elected superintendent emeritus on January 30 by a unanimous vote of the board of education. This post was specially created to honor Dr. Maxwell for his thirty-five years of service to the city. During the last three years ill health has kept him away from his duties from time to time. As superintendent emeritus, Dr. Maxwell will continue to receive his full salary of \$10,000 a year. In recommending to the board of education that Dr. Maxwell be made superintendent emeritus, Mr. Somers praised Dr. Maxwell's services to the city during the last thirty-five years. Dr. Maxwell's retirement is to date from February 11.

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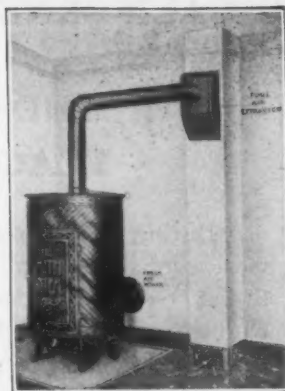
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PHILADELPHIA

Current educational topics for consideration by associations of teachers, clubs or groups are suggested by the following list, prepared by Dr. Richard G. Boone for the San Francisco grade teachers at a recent luncheon. Investigate the "Repeaters" in the S. F. Schools, and the added cost they impose. Work out a plan of co-operation of schools, museums, art collections, and libraries. Study the work certificates, and the holders of them (see "Social Agencies Bulletin," p. 41). Assist in the movement for "patriotism lessons", by the State Board of Education. Investigate the reasons for pupils' leaving school early. Work out a set of real (not hypothetical) problems for the geography work in each grade VI-VIII. Study Terman's "Measurement of Intelligence" in your grade. Investigate school supplies,—supplementary, illustrative and teaching materials, in S. F. and Indianapolis. Make a study of Hanus' "Elementary School Standards" for your class. Get from Mrs. Margaret McNaught a statement of the most urgent teaching needs, and investigate them for San Francisco. Investigate and report upon the Segregation of defective pupils in S. F. (see Social Agencies Bulletin, p. 29). Study your own, and some other one system, as Cleveland, or Kansas City, for one phase of teaching, i. e. Constructive work in the grades, or the holding power of the Schools over the pupils. Study Dewey's "Schools of Tomorrow," or Wilson's Motivation of School work," with reference to your grade. Make a comparative study of selected city School surveys with reference to some one School interest. Study the occupational prospects and needs of S. F. pupils in grades VII-VIII. Study King's "Social Education" as to subject matter and method in elementary teaching.

Studies may be made by individual teachers, and reports made to the association; or investigations may be carried on by groups of six to ten, each, phases of the work being distributed to the members, and reports made to the entire association. Reports of progress, and plans of work may form programs for successive meetings.

The California State Conference of Social Agencies will convene in 10th Annual Session at Santa Barbara April 15-19. The program will center around the topic "Our Social and War Relief Agencies After One Year of War."



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The Teachers of California, and the history especially, have suffered a great loss in the death, February 16, at Long Beach,, of Miss Jane E. Harnett of the Long Beach High School. Because she was modest and retiring, it is possible that the unusual excellence of her work as teacher and leader, particularly in civics for the grades and the high school, was not well known. She will be missed greatly as her help would have been invaluable in the solution of pressing educational problems. (R. L. Ashley).

The University of Southern California is seeking a million dollar endowment. The committee is headed by Bishop Adna W. Leonard, President of the Board of Trustees of the University, and Professor Tully C. Knoles. The watchword of the committee is "Now or Never". Last year U. S. C. enrolled 4,427 students.

The German Kaiser has had large experience in the field of killing. According to one of the German Forestry Journals, the Kaiser in 1908 killed 1,995 pieces of wild game, including 70 stags, elk and roebuck. At that time he had slaughtered a total of 61,730 pieces of game, more than 4,000 of which were stags, and was the leading exterminator of wild life in the world. As a slaughterer of men, women and children since 1914, however, he has been the foremost exterminator of human life in all history.

About 200 board feet of wood is used in the actual construction of the average airplane. To obtain this material is is ordinarily necessary to work over about 1500 feet of select lumber which often represents all that can be used for airplanes of 15,000 board feet of standing timber.

The Federal Board for Vocational Education has issued Bulletin No. 1 as a statement of policy. Those desiring to study the plan of co-operation as between the Federal Government and the States with relation to the Smith-Hughes Act should study this bulletin obtained from the Government Printing Office, Washington. It sets forth clearly details regarding the work in Agriculture, Trade, Home Economics and Industry.

Mr. Frank H. Ball, President of the State Normal School of Santa Barbara, has accepted appointment as Director of Evening Schools for the training of teachers of Voca-

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tional and Industrial subjects for the State of California. He will be located at Los Angeles. Mr. Ball by training and experience is admirably qualified for this new position. Before coming to Santa Barbara he had been connected with the schools of Pittsburg and Cincinnati, and was at one time at Throop Polytechnic Institute at Pasadena.

The Kindergarten-Primary Council of the West at a meeting in Los Angeles December 21 last, unanimously voted to get in touch with the National Council of Primary Education and request membership therein. It is hoped that this move will be in the interest of creating greater harmony between the kindergarten and the first primary. Miss V. M. Gilson of Santa Barbara, is Secretary of the Kindergarten-Primary Council of the West.

The Juioir Agriculturist Supplement has been issued in the interest of teachers to further agricultural work in elementary schools. The bulletin emphasizes home project work, food production and like important matters. Information regarding this bulletin may be had of Professor C. A. Stebbins, State Normal School, Chico.

The Junior Red Cross, which during these great national enrollment days between Lincoln's Birthday and Washington's Birthday, holds the center of the stage in the school world, is meeting with overwhelming success in the Pacific Division—the states of California, Arizona and Nevada. Mrs. Harry A. Kluegel, the Director of the Pacific Division, Junior Red Cross, has perfected an organization which has brought practically every section of these three states into close touch with the Division office in San Francisco, and the enthusiastic responses from every quarter, from public, private and parochial schools, show how true and direct this appeal of the American Red Cross has gone to the hearts of children and teachers everywhere. The reports on enrollment are already so encouraging that it is safe to prophesy that by the evening of February 22, every school in the Pacific Division will stand enrolled or pledged to enroll under the banner of the Red Cross.

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Standards in English, by John J. Mahoney, principal State Normal School, Lowell, Mass. World Book Company, pages 198, price 90c.

This book will make an appeal particularly to teachers of the elementary schools, as it treats of the work of English in the grades below the high school. There is given in this volume in the school efficiency monograph series, the results of an investigation of the language teaching problem in Cambridge, Mass. The aim was to establish a basis for a standard course in oral and written composition in elementary schools. In part I there is discussed the general scope of the course. Oral composition is given place and its work in training of voice and articulation, of correcting common errors and of building up a vocabulary. An outline by grades is comprehended in part 2. Part 3 gives a literature outline of prose and poetic selections to be memorized or studied. This book has broken away from tradition and emphasizes plain, every-day essentials.

News Writing by M. Lyle Spencer, Professor of English, Lawrence College and Staff of Milwaukee Journal. D. C. Heath & Co. pages 357, price \$1.25.

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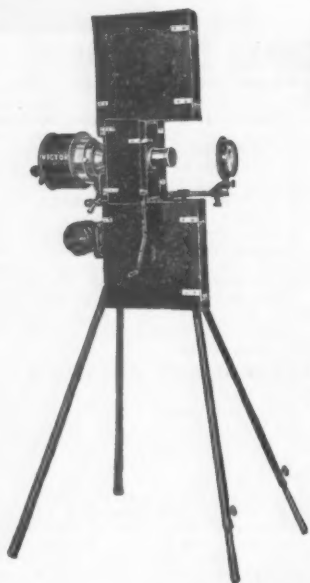
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ginner to see in actuality the theory of news writing. The samples are set in approximate newspaper measure and that in itself adds to their value. For the instructor in journalism these illustrative stories are very convenient, for he finds it almost impossible to get enough copies of the same stories that he may wish to use as an illustration to supply his class.

Not at all amiss are the chapters on the sentence and on the use of words. Perhaps in the majority of cases the students need these and need them badly. Likewise the style book, the list of marks used in correcting copy, a specimen of corrected copy and of corrected proof, the newspaper vocabulary and the exercises given in the appendix are particularly valuable for the beginner.

The exercises are almost invaluable because every member of the class has a copy and the instructor does not find it necessary to have mimeographed copies made to give to the students when he wishes to have them apply in writing the principles which he gives them.

The compactness of the book is much in its favor. There is no wasted space.

URAL N. HOFFMAN,
Stanford University.

The Vocational-Guidance Movement: Its Problems and Possibilities. By John M. Brewer, Head of the Department of Psychology and Education, State Normal School, Los Angeles. The Macmillan Company, pp. 333, Price \$1.25. Dr. Brewer is the author of Oral English and of a selected critical bibliography of Vocational Guidance. Having made an intensive study of the subject of Vocational Guidance, the author is enabled to go into all phases of the subject thoroughly. He discriminates fully between Vocational Guidance and Vocational Education. There are chapters devoted to the general problem, how educational guidance leads to vocational guidance, the work of the vocational counselor, the various problems incident to employment, and other important matters. The chapter on A Program for Vocational Guidance is especially needed at this time. This is followed by an admirable bibliography and a chapter on Problems and Questions. The book is a decided contribution to the literature of the subject.

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Plane Trigonometry with Tables. By Eugene Henry Barker, Head of the Department of Mathematics, Polytechnical High School, Los Angeles. P. Blakiston's Son & Co. pp. 172. This volume carrying 86 illustrations is well organized as to material, well printed and attractively bound. The author has given prime attention to those things that are of greatest practical need to the student and has approached his subject in such manner that there may be no vagueness in the mind of the worker. The arrangement is such that initiative and thought are necessary on the part of the student, while the interest is appealed to. There are 10 chapters covering the subjects of trigonometric functions, solution of right triangles, angles in general, areas of triangles, these and other chapters followed by a thorough system of tables. The exercises at the close of certain of the chapters are most suggestive.

The Forum of Democracy. By Dwight Everett Watkins, Professor of Public Speaking, Knox College, and Robert Edward Williams, Instructor in Public Speaking, Knox College. Allyn & Bacon. pp. 190. This is a volume called forth by the spirit of the times and should be well received. It is a patriotic text book for classes in Patriotism and Argumentation. The selections follow the development of the World War, the theme of the book being World Democracy. As politics, race and creed are ignored, the book will appeal to all kinds and classes of people. There are selections not only from prominent Americans but from writers and statesmen of France, England, Italy, Belgium, Russia and Roumania.

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Program

BAY SECTION

C. T. A.

THE program of the annual Bay Section Meeting, California Teachers' Association, is rapidly nearing completion. The following pages carry all the information in our hands at this date, February 23, as to subjects and speakers, together with time and place of meeting.

There are important General Sessions, and various Sections, Departments, Round Tables and Conferences. Some of the best local and state talent has been secured. There will be present from without the state, men and women who have achieved national fame in their various fields of activity. Teachers in the rural, the elementary, the high school; college and normal school instructors; those engaged in teaching special lines of work,—teachers in all classes and grades of schools and of any special subject, will find help and inspiration at the meetings. Plan to attend.

IN APPRECIATION

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TUESDAY, MARCH 26, 1918.**Forenoon.****General Session.****Joint City and County Institute.****Municipal Theatre.**

- 9:30—MUSIC: Oakland Elementary Schools Band; Director, Mr. Albert Humphrey.
 10:00—ADDRESS: Dr. Chas. R. Van Hise, Pres. University of Wisconsin.

RECESS.

- 11:00—ALAMEDA COUNTY INSTITUTE: Auditorium Ball Room; Supt. George W. Frick, presiding.

- 11:00—MARIN COUNTY INSTITUTE: Auditorium Hall A; Supt. James B. Davidson, presiding.

- 11:00—STANISLAUS COUNTY INSTITUTE: Auditorium Hall B; Supt. Frank Bacon, presiding.

- 11:00—OAKLAND CITY INSTITUTE: Municipal Theatre; Supt. C. J. Dufour, Alameda, chairman; Supt. Fred M. Hunter and Supt. M. C. James, vice-chairmen.

(The teachers of Alameda City and Berkeley will attend this session.)

Institute programs are to be arranged by the Superintendents.

Afternoon.**Joint City and County Institute.**

California Federation of School Women's Clubs: Pres., Anna Keefe, Oakland.

Vice-Pres., Margaret Strachan, Sacramento.

Secretary, Cora E. Hampel, Oakland.

- 12:30—LUNCHEON: Ball Room, Hotel Oakland; tickets, 85c. (Telephone or write for reservations for this luncheon to Miss Henrietta Johnson, 731 Henry St., Oakland, (Tel. Oak. 3010, before March 15th, if possible.)

- 2:00—ADDRESS: "The Moonlight School of Kentucky"; Mrs. Cora Wilson Stewart.

- 2:40—SHORT TALKS: (not over ten minutes each).

(a) Industrial Welfare League Work, Miss Katherine Edson, Industrial Welfare League.

(b) Our Larger Motherhood, Miss Cora L. Williams, Institute for Creative Education, Berkeley.

(c) Service in the Hawaiian Islands, Miss Nell Findley, Oakland.

(d) A Message from the Federation of Mothers' Clubs, Mrs. George Short, President Federated Mothers' Clubs, Oakland.

(e) Education As I See It, Miss Lillian Palmer, Hand-Wrought Metal Shop, San Francisco.

(f) Message from the Junior Red Cross, Mrs. H. A. Kluegel, Director Junior Red Cross.

(g) "The Four-Minute Man," Miss Margaret Morgan, San Francisco.

- 4:00—BUSINESS MEETING.

General Session, Municipal Theatre.**Afternoon.**

- 1:30—MUSIC: Berkeley High School Orchestra; Director, Miss O. E. Abendroth.

- 2:45—ADDRESS: Dr. E. P. Cubberley of Stanford University.

Oakland City Institute.

- 2:45—REPORT FROM CALIFORNIA COUNCIL OF EDUCATION: E. Morris Cox, President.

- 3:15—ADDRESS: Prof. Charles E. Rugh, University of California.

WEDNESDAY, MARCH 27.**Forenoon.****Oakland City Institute.**

- 9:30—ELEMENTARY DEPARTMENT: Municipal Theatre; Prin. R. D. Faulkner, Horace Mann School, San Francisco, President. Superintendent H. B. Wilson, Topeka, will speak on the Motivation of School Work.

Other speakers will be announced later.

- 9:30—KINDERGARTEN DEPARTMENT: Lincoln School, Kindergarten Section, 11th and Alice Sts. (three blocks south of Hotel Oakland); Miss G. E. Hussey, Jefferson Kindergarten, presiding.

- 9:30—MUSIC.

- 10:00—THE EXPERIMENTAL KINDERGARTEN: Miss Bess V. Cunningham, State Normal School, San Francisco.

- 10:30—ADDRESS: Mr. Virgil E. Dickson, Director Reference and Research, Oakland.

- 11:00—ADDRESS: Superintendent H. B. Wilson, Topeka.

- 11:30—BUSINESS MEETING.

- 12:15—LUNCHEON: Hotel Oakland; tickets 75c (make reservations early with Miss Hussey).

Joint City and County Institute.

- 9:30—RURAL SCHOOL DEPARTMENT: Chabot Hall, 11th and Grove Sts.; Supt. J. B. Davidson, presiding.

(Program to be announced later).

- 9:30—HIGH SCHOOL DEPARTMENT: Technical High School Auditorium; Supt. Roger S. Phelps, San Rafael City Schools, chairman.

- 9:30—MUSICAL PROGRAM: John C. Fremont High School Orchestra; Director, Mr. A. C. Olker.

1. March, "Gethsemane Commandery"

2. Grand Selection, "Martha".....Fulton

3. "La Danseuse".....De Blon

4. "Danse Orientale".....Lubomirsky

5. Suite, "Ballet from Faust".....Gounod

(a) Entry of the Trojan Maidens.

(b) Solo Dance of Helen.

(c) Bacchanale and Entry of Phryne.

- 10:00—ADDRESS: "How Can the High Schools of California be of Most Service in the Present Crisis?" Commissioner Will C. Wood.

- 10:30—ADDRESS: "Co-operation in English; Recent Developments and Present Practice; Professor Benjamin P. Kurtz, University of California.

- 11:00—ADDRESS: "Problems in Vocational Guidance Arising Out of the War"; Dr. John M. Brewer, State Normal School, Los Angeles.



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SECTION PROGRAMS WEDNESDAY AFTERNOON.

Joint City and County Institute.

TENTATIVE PROGRAM

League of Teachers' Association, Bay Section—
Miss Blanche Frost, Haight School,
Alameda, President.

Wednesday, March 27, 1918, 1:30 p. m., Oakland
Technical High School.

1. LEGISLATION: Miss Elena Rice.
2. EXTENSION: Speaker to be announced.
3. SALARY, SABBATICAL YEAR: Speaker to be announced.
4. CO-OPERATION: Mrs. Sue L. Fratis.
5. To be determined, speaker to be announced.
6. To be determined, speaker to be announced.
7. BUSINESS MEETING.
8. ADJOURNMENT.

History Section.

President, Mr. Roy T. Granger, Oakland High School.

Secretary, Miss Mary S. Connelly, Alameda High School.

Wednesday, March 27, 1918, 1:30 p. m., Oakland
Technical High School.

PROGRAM.

1. THE HISTORY TEACHER'S OPPORTUNITY: Dr. Alexis F. Lange, Director School of Education, University of California.
 2. GREATER AMERICANIZATION IN OUR SCHOOLS: Mr. Felix Schreiber, Oakland Evening School.
 3. SOCIALIZING THE HISTORY RECITATION: Miss Crystal Harford, University High School.
 4. REVIEW OF FEDERAL BULLETIN No. 28, "The Social Studies in Secondary Education": Miss Anna G. Fraser, Oakland High School.
- DISCUSSION: Mr. Clifford E. Lowell, Berkeley High School.

Oakland City Institute.

Physical Education Section. Wednesday, March 27, 1918, 1:30 p. m., Oakland Technical High School. J. B. Nash, Assistant Supt. Recreation Dept., Oakland, presiding.

1:30—Round Table Discussion for High School Principals and Physical Directors with Clark W. Hetherington.

3:00—Round Table Discussion for Elementary School Principals and Physical Directors and Play Directors with Clark W. Hetherington.

Manual Training Section. Room — Technical High School. Mr. P. F. Dailey, San Francisco, presiding.

ADDRESS, "Vocational Education Promoted by the Smith-Hughes Act": Ben W. Johnson, Pacific Coast Representative of the Federal Vocational Education Board.

ADDRESS, "Reorganization of Vocational Work in High Schools to Comply with State and Federal Regulation Resulting from the Smith-Hughes Act": Walter A.

Tenney, Principal Vocational High School, Oakland.

ADDRESS, "The Plan of California for Training Vocational Teachers to Comply with the Federal Vocational Education Act": Charles L. Jacobs, Director of Vocational Teachers' Training, University of California.

(Note: See Vocational Guidance Society Program for Friday Morning).

Home Economics Section, Room — Technical High School. Miss Bertha C. Prentiss, Supervisor Home Economics, Berkeley, president.

2:30—ADDRESS, "Science and the War": Professor T. Brailsford Robertson, Associate Professor of Biochemistry, University of California.

Joint City and County Institute.

1:30—Bay Council of Geography Teachers; Principal John Imrie, Le Conte School, Berkeley, presiding.

1:30—Nature Study and Agriculture Section; Supv. Principal Guy Smith, San Leandro, presiding.

1:30—Elementary School History Round Table. Subject: Motivation of Elementary History

a. By Dramatization: leader, Miss Edna Yates, Melrose Heights School, Oakland.

b. By Socialized Recitation: leader, Miss Adah Cooke, Durant School, Oakland.

c. By Handwork: leader, Miss Louise Kidder, McKinley School, Berkeley.

1:30—Elementary School Civics Round Table. leaders; Miss Olive Grubb, Bay School, Oakland; Miss E. L. Houston, Intermediate School, Oakland.

1:30—Elementation School Arithmetic Round Table. Leader: Miss Bessie Mayne, Frances Willard School, Berkeley.

Advisory Council.

D. R. Jones, President, San Rafael.

Robert A. Lee, Secretary, San Jose.

1:30—Administrative Problems. (Program not yet complete).

Committee on Resolutions.

2:00—Meet in Oakland Technical High School Library.

Peace Section.

Dr. David Starr Jordan, Stanford University, President.

1:30—TOPIC, Why the War Goes on and the Terms of Peace as Indicated by President Wilson. (Speakers to be announced).

Oakland City Institute.

Evening School Department; room — Technical High School. Principal L. D. Barzee, Stockton Evening School, presiding.

1. The Re-education of the Disabled as a Continuation School Problem: Assistant Superintendent Lewis B. Avery, Oakland.

2. Americanization Through Evening Schools: Principal Daisy Fox Desmond, San Jose Evening School.

3. The Attendance Problem; Round Table: Leader, Vice-Principal W. E. Moore, Oakland Evening High School.

TEACHERS When you make out your program for Institute Week, be sure to allow time for a visit to the CALIFORNIA SCHOOL of ARTS and CRAFTS

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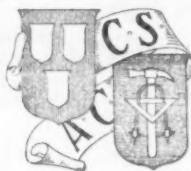
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Classical Section.

Miss Elise Martens, Oakland Technical High School, Presiding.

1:30—Music.

2:00—Reading from Aristophanes' "The Frogs": Prof. J. T. Allen, University of California.

3:00—Today's Demands on the Latin Teacher": Dr. Alexis F. Lange, Director School of Education, University of California.

German Section.

Miss A. M. Tietzen, High School of Commerce, San Francisco, presiding.

1:30—Program to be announced.

Romanic Language Section.

Miss Martha Ijams, Berkeley, Secretary.

1:30—ADDRESS: French, Gilbert Chinard, Prof. of French, University of California.

ADDRESS: Spanish, Ramón Jaén, Professor of Spanish, University of California.

ADDRESS: Italian, Stanley A. Smith, Professor of Italian, Leland Stanford Jr. University.

ADDRESS: English and Romanic Language Teaching, Dr. Arthur G. Brodeur, Department of English, University of California.

Applied Arts and Sciences.

F. H. Meyer, California School of Arts and Crafts, presiding.

1:30—Program to be announced.

Association of English Teachers.

Miss Minerva U. Howell, Stockton, President.

1:30—Program to be announced.

Science Section, High School and Elementary.

Technical High School.

President, G. C. Barton, Head of Department of Science, Berkeley High School.

Vice-President, Hattie D. F. Haub, Oakland Technical High School.

Secretary, F. M. Durst, Lowell High School, San Francisco.

1:30—ADDRESS: "The Place of Science in the Training of Boys and Girls for Personal Efficiency and Better Citizenship": Dr. Alexis F. Lange, Director School of Education, University of California.

2:00—Report of Committee on the Present Status of Elementary Science in the Schools of California.

2:30—Plans for increasing the Efficiency of Science Below the High School: G. C. Barton, Berkeley High School.

2:50—DISCUSSION.

3:15—BUSINESS MEETING.

Fine Arts Section.

Miss Hazel Watrous, Alameda, presiding.

1:30—Program to be announced.

Music Section.

Mrs. Minnie T. Mills, Santa Rosa, presiding.

Technical High School Auditorium.

1:30—Mrs. Minnie C. Mills, President, Santa Rosa; Mrs. Nina Dolton, Vice President, Oakland; Mrs. Mary McGlade, Secretary, San Francisco; (Miss Estella Carpenter, Acting Secretary).

ADDRESS: Development of Voice, High

School Age, Mrs. M. W. Davis, Oakland, Cal. Illustrated by Glee Club Girls, Technical High School.

ADDRESS: Music the Autocrat Bows to Music the Democrat, Miss Ruth Hannas, Berkeley, Cal.

ADDRESS: Application of Psychology to Music, Miss Ida M. Fisher, San Jose State Normal School.

Music: Vocal Selections, Mrs. Clarence Eddy, San Francisco, Cal. Clarence Eddy at the Piano.

ADDRESS: San Francisco and San Francisco State Normal School, Miss Estella Carpenter, San Francisco, Cal.

PIANO SOLOS: Mr. George Kruger, President of San Francisco Music Teacher Association, San Francisco, Cal.

(a) Arabesque *Leshetzsky*

(b) Ballade *Chopin*

ADDRESS: Accomplishment of Music work in small towns, Mrs. Carrie Brown

Dexter, Modesto, Cal.

Groupe of Songs, Miss Blanche Kummer, Oakland, Cal.

GREETINGS: Luther Burbank, Santa Rosa, Cal.

ELECTION OF OFFICERS.

Commercial Section.

Earl W. Barnhart, Berkeley High School, presiding.

1:30—What the Business Man Wants the Schools to Do. Speakers to be announced.

THURSDAY, MARCH 28, 1918.

Municipal Theatre.**General Session.****Joint City and County Institute.****Short Stories in Education.**

9:00—Polls open, balloting till 2:00 p. m.

9:30—Music Girls' Glee Club of the Alameda High School; Director, Miss Mary F. McDermott.

10:00—Story No. 1, Physical Education; Mr. Hetherington.

10:20—Story No. 2, Vocational Guidance; Dr. Brewer.

10:40—Story No. 3, Literacy; Mrs. Stewart.

Oakland City Institute.**Short Stories in Education.**

11:00—Story No. 1, Socialization, Supt. Wilson.

11:20—Story No. 2, Efficiency, Prof. Rugh.

11:40—Story No. 3, Outlook; Dr. Cubberley.

Afternoon.**General Session.****Municipal Theatre.****Joint City and County Institute.**

1:30—Music: Oakland Technical High School Band; Director, Mr. Herman Trutner.

2:00—Polls close.

2:00—ADDRESS: Commissioner Will C. Wood.

2:30—ADDRESS: Supt. Fred M. Hunter.

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- 3:00—ADDRESS: Supt. Mark Keppel.
 3:25—ADDRESS: Dr. Aurelia Henry Reinhardt.
 4:00—Business meeting Bay Section California Teachers' Association.
 4:30—Meeting of New Board of Directors. (On stage).

FRIDAY, MARCH 29, 1918.**Forenoon.****Physical Education Section.**

- J. B. Nash, Assistant Superintendent of Recreation, Oakland, presiding. Arena, Oakland Auditorium.
 9:30—Demonstration of typical physical education work as contemplated in the coming reorganization of state work.
 1. Types of Instructional Periods; 20 minutes.
 2. Types of Relaxation Periods; 2 minutes.
 3. Types of Morning Hygiene Instruction.
 4. Types of Methods for getting Class Posture Record.

Classical Section.

- Miss Elise Martens, Technical High School, presiding.
 9:30—MUSIC.
 10:00—ADDRESS: Sather Professor of Greek Literature, University of California.
 11:00—City Planning in Ancient Rome, with Some Modern Applications (illustrated): Professor H. R. Fairclough, Leland Stanford University.

Science Section, High School and Elementary. Technical High School.

- 9:30—ROUND TABLE, Elementary and High School.
 Problems of Science Teaching from an Administrator's Viewpoint:
 The Training of Teachers for Science Work in the Schools.
 Discussion of Report on the Status of Elementary Science in California Schools and of Proposed Plans for Increasing the Efficiency of Science Below the Upper High School.
 11:00—Meeting of Committee on Elementary Science.

Penmanship Section.

Frank A. Kent, Stockton, chairman.

Library Section.

- Mrs. Gertrude Mathewson, Berkeley High School, presiding.
 9:30—Program to be announced.

Following sections will hold a second meeting at Oakland Technical High School at 9:30 a. m.:

ROMANIC LANGUAGES.

French and Italian Round Table, Professor G. Chinard, University of California, leader.

Spanish Round Table, E. M. Gregory, Polytechnical High School, San Francisco, leader.

COMMERCIAL. Topic, "What the Schools Can Do for Business."

BAY COUNCIL OF GEOGRAPHY TEACHERS.

PEACE SECTION.

Other sections may decide to hold round table discussions by applying not later than Wednesday, 3:00 p. m., to the Secretary, W. L. Glascock for room assignment.

9:30—ELEMENTARY DEPARTMENT. President, R. D. Faulkner, Horace Mann School, San Francisco; Superintendent Wilson of Topeka, and others to be announced later.

9:30—ELEMENTARY SCHOOL PRINCIPALS' SECTION. Principal W. D. Forbes, McChesney School, Oakland, presiding. This section will consider problems of supervision especially.

9:30—AGRICULTURAL EDUCATION. Superintendent George W. Frick, Alameda County, presiding. This department will consider agriculture as a vocational subject and the changes necessary to comply with the new Federal and State legislation.

9:30—VOCATIONAL GUIDANCE SOCIETY OF CALIFORNIA. Mrs. May L. Cheney, Appointment Secretary, University of California, presiding. Room —, Technical High School.

Half-day Work and Half-day School for the Young Worker: Dr. John M. Brewer, Los Angeles State Normal.

Discussion led by Ben W. Johnson, Pacific Coast Representative of the Federal Vocational Education Board.

Report on the National Vocational Guidance Convention: Nicholas Ricciardi, Director of Vocational Guidance, Oakland.

Business meeting.

(Note: See Manual Training Section Program).

Nature Study and Agriculture of Applied Arts and Sciences.**Forenoon.**

- 9:30—ADDRESS: Mrs. Bertha Chapman Cady. Mrs. Cady will show her film "Nature study from the biological standpoint." This film has been shown extensively in the east.

Afternoon.**General Session.**

Oakland Municipal Theatre.

1:30—SACRED CONCERT: Oakland Technical High School Orchestra; Herman Trutner, Director.

3:00—ADDRESS, "Campaigning Against Illiteracy": Mrs. Cora Wilson Stewart.

3:45—ADDRESS, "The World's Food Supply and World Politics": Miss Jane Addams, Chicago.

4:30—INSTALLATION OF OFFICERS.

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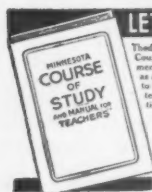
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